Friends and Fun
Expanding Leisure Options
and Community Connections

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Friends and Fun: Expanding Leisure Options and Community Connections

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Lesson 1: Why Do Relationships Matter?

Objectives:

As a result of this lesson the learner will be able to:

- Describe the benefits of relationships
- Discuss why people with intellectual disabilities might need support to develop relationships
- Explain what inclusion means
- Describe symptoms of loneliness
- Suggest ways to encourage positive attitudes about people with disabilities
- Identify Personal Outcomes related to relationships
- Explain the difference between “going places” and “building relationships”
- Focus on the gifts (talents), capacity, strengths, and what a person has to offer others
- Explain the importance of taking risks
- Support an individual and his or her team to weigh benefits against risks

Introduction

In 1996, Robert Schalock identified five quality of life domains:

1. **Physical well-being** – includes health, fitness, mobility, and personal safety.
2. **Material well-being** – includes finance and income, the living environment, transportation, and possessions.
3. **Social well-being** – includes interpersonal relationships (family, relatives, friends, and acquaintances), community involvement, activities undertaken and level of acceptance or support given by the community.
4. **Development and activity** – concerned with the acquisition and use of skills; it is linked to independence, productivity, and contribution.
5. **Emotional well-being** – includes affect, fulfillment, stress, mental state, self-esteem, status and respect, religious faith, and sexuality.

Relationships and leisure pursuits are related to all of these domains. This training manual will provide you with a framework and strategies for supporting people with intellectual disabilities (ID) to achieve their personal outcomes and attain an enviable life through increased opportunities for:

- community connections
- fun and meaningful leisure activities
As you read the training manual, think about your own relationships and leisure interests and how they enrich your life. Then think about how specific individuals with intellectual disabilities (ID) might benefit from relationships with community members, coworkers, neighbors, and friends.

Everyone has a variety of abilities and each person contributes to their social and leisure activities in their own way. It is important to acknowledge and recognize every person’s gifts (talents) and strengths in their own social network.

Development of appropriate and meaningful leisure skills is imperative to successful experiences of individuals with disabilities. This training module promotes:

- healthy attitudes about recreation activities and leisure time
- inclusive participation in community recreation activities

Inclusive activities are those in which all individuals, regardless of ability level, are able to participate in ANY event or activity. Considering individuals as “people first” rather than defining them by a disability is the value that drives this philosophy.

The strategies that follow are designed to enable staff to engage ordinary people and assist them to respect and enjoy knowing people with ID as friends, neighbors, and coworkers. You will discover strategies for identifying and supporting the development of relationships and new leisure interests that promote all five of Schalock’s quality of life domains.

**Expanding and Strengthening Community Connections and Relationships: Benefits and Barriers**

Close your eyes for a minute and think about some of the best days in your life - the days when you were the happiest, most peaceful, and fulfilled. Now ask yourself, “Who was there to share these special days with you?” Chances are, being able to share these days with special people in your life was as important as the activity or experience itself.

Now think about some of the most difficult days you have experienced. Maybe you were struggling with a health problem or a loss of a job or a relationship. Maybe it was a financial crisis or a disappointment. Who was there to support you? What role did these people play in your road to recovery? Would it have been more difficult without them?

Having friends and family to support us in both the good times and the bad is what keeps us healthy and happy in a way that nothing else can. The importance of having a social network that includes family, friends, acquaintances, and valued social roles cannot be overstated. Isolation makes people vulnerable to life’s crises. Without a network of relationships to provide aid and support at times of difficulty, the foundation beneath our feet can become very thin. People with disabilities often are living on a very thin foundation. If we
don’t take the time to assist them to develop their natural supports, we deny them the opportunity to stand on the firm ground of relationships built over a lifetime (Wightman, 2009).

Our relationships make us the people we are. We learn from the people in our lives and they learn from us. But that takes more than casual acquaintanceship. It takes a deeper and enduring connection. As the breadth and depth of our friendships expands, so do the opportunities for growth. Unfortunately, the circle of support for many people with intellectual disabilities is artificially restricted to people who are paid to provide support and others with disabilities. It is important to not diminish the importance of these relationships, but we must recognize that expanding relationships will positively impact the person’s life and personal outcomes.

Our relationships keep us safe. Lack of social connectedness is directly linked to higher incidences of neglect, abuse, and exploitation. Getting people connected to other people in communities, increases the number of people who know and potentially care about them.

Interconnectedness actually allows us to maintain our independence. Look at any family and you will find certain members who are good at yard work and paying bills. Others take on the roles of keeping the car running or cooking. While people who live alone can and do manage all of these responsibilities, it can be very stressful. They often depend on friends or professionals to fill the roles that are not their strengths.

Our “material well-being” is also affected by our relationships. Many people find jobs through their social networks. Our connections also impact our ability to keep a job and advance in our careers.

Lack of social contact or isolation can lead to loneliness. Many factors are associated with the occurrence of loneliness (Woodward, 1988):

- **Gender** – Women tend to experience loneliness more than men.
- **Transportation** – People without adequate public or private transportation are more isolated and restricted in their social contacts.
- **Self-esteem** – Individuals with low self-esteem experience loneliness most often.
- **Ease in making friends** – People who find it easy to make friends often have high self-esteem and experience loneliness the least often.
- **Happiness** – The happier people are, the less lonely they are. Happiness is closely tied to the person’s closeness to family members.
- **Money** – When finances are not adequate, activities are often limited, contributing to feelings of inadequacy and loneliness.
- **Days** – Weekends are likely to be lonely times for people, attributed to the lack of social contact when people are away from work.

These factors all impact each other. For example, being happy may result in having more friends, which, in turn, can increase self-esteem. Given the circumstances of many people within the human service system, it is likely many people you
support experience several of the factors associated with loneliness. Many people with ID have little income and no dependable means of transportation. Many also have few friends and low self-esteem, making it even more difficult to form new social relationships.

Don’t assume that a person is not lonely simply because people are around all the time. Many people with ID are surrounded by other people almost constantly and are never physically alone. A person can be alone and not lonely or with people and still lonely. One must look at the quality of the social contact to determine satisfaction.

Social well-being affects physical well-being. The relationship between mental health and physical health is widely recognized. Physical symptoms of loneliness include headaches, poor appetite, and tiredness. Heart-related illnesses and deaths are highly related to disruptions in interpersonal relationships and the lack of close family and community ties (Lynch, 1977). Loneliness can also have a profound effect on a person’s behavior (i.e., engaging in aversive behavior for attention, attempting to have needs met in unhealthy ways such as overeating or entering into unsafe or unbalanced interpersonal relationships with others).

These are significant reasons why the issue of enhancing quality of life through community connections is so important. In the words of Richard S. Amado, “Having friends is not a luxury, but a necessity of life.” (Amado, 1993).

Reactions to Differences

Direct Support Professionals demonstrate their acceptance of the differences among people as they work to support inclusive opportunities. It can be frustrating, when others resist efforts to link people with disabilities to their community. Attitudinal issues are probably the most difficult barriers to overcome. They arise from negative, stereotyped attitudes toward individuals with disabilities, and often generate from having little experience knowing or interacting with people with disabilities. They also arise from traditional models of segregated programming and special services for people with disabilities.

It may be helpful to understand why some people are not as accepting of the differences in others. In Beyond Difference (1996), Al Condeluci writes:

“It is human nature to want to belong, and a significant way of belonging is through being similar. The more we appear and act similar, the less threatening we are to each other, and the more we are accepted.”

Despite what differences people with disabilities may have, economics, race, age, etc., they are much more the same as their peers without disabilities than different. It is their differences, however, which draw attention and set them apart. Difference is something that most people have known or felt at some point in their lives. Being the different or “odd man out” can lead to an intense feeling of rejection. For people with ID, there is no way to make all their differences
“go away” or “disappear”; they will always live with their disability. However, there are ways to help people “fit in” and more likely to be accepted.

To change misconceptions and socially include people with ID in the community, positive perceptions must be nurtured. Positive attitudes about people with disabilities can be encouraged through the following means:

- Provide community members with accurate information about disabilities and people who happen to have them.
- Provide people without disabilities opportunities to interact and form relationships with people with disabilities through participation in recreation activities.
- Provide people with disabilities the necessary supports to successfully participate in community recreation programs so they can adequately demonstrate their strengths and abilities.

**Personal Outcomes**

The Council on Quality and Leadership (CQL) uses Personal Outcome Measures to accredit agencies that provide services to people with ID in many states, including North Dakota. CQL defines quality services by the organization’s responsiveness to people receiving support and their attainment of “Personal Outcomes.”

Personal Outcomes are what people expect from the services and supports they receive. Personal Outcomes encompass major expectations that all people have in their lives, yet are individualized to focus on the issues that matter most to each person. There is no standard definition of any outcome that applies to all members of a group of people. In fact, it is unlikely that any two people will define personal outcomes in exactly the same manner. Personal outcomes are discovered by talking to the person, observing them in their day-to-day interactions, and paying attention to cues that tell what is important to the individual and why.

Several of CQL’s personal outcome measures relate to the importance of relationships and connectedness including the following:

- People participate in the life of the community
- People interact with other members of the community
- People are connected to natural support networks
- People perform different social roles

**Discovering Opportunities**

Each community has countless opportunities for meeting people and getting involved in activities; places for community connections are unlimited. Opportunities are everywhere, and often they are in very ordinary places such as neighborhoods, clubs, places of worship, business groups,
and civic organizations. Many communities have resource guides with information on associations, clubs, organizations, and networks.

Libraries are excellent resources. Places of worship also offer a variety of activities, such as study groups, men’s groups, women’s groups, youth groups, choirs, nurseries, sports leagues, and potlucks. Parks provide a variety of activities, including nature trails, walking paths, bicycling, and meeting places. The Internet is another resource that offers local community calendars and may also provide a list of volunteer opportunities. City or neighborhood newspapers are a source of current events and local happenings. Almost all newspapers publish community calendars, announcements, and news about local groups and organizations. Papers also report upcoming community events, club meetings, sporting events, and civic functions as well as volunteer positions.

But being present at a community event or going to an activity is just the first step. It certainly doesn’t guarantee relationships. In this module we want to go beyond “going places” and “using community facilities”. The focus is on building relationships that will enhance the person’s quality of life. The focus is supporting people to attain richer lives.

Community “bridge builders” are important allies in creating opportunities for community involvement. Bridge builders are community leaders, business owners, politicians, the “locals”, and active community members. They can help with introductions and making connections. Bridge builders will be discussed more in Lesson Two.

Social Roles

We all play vital social roles every day, many without thought or consideration (i.e. men or women, parent, child, friend, employee or boss, volunteer, leader or follower. There are roles that are assigned to us by others that we often have little control to adjust, i.e., our ethnicity, family of origin, or ability. There are other roles that we aspire to and express what is important to us. These roles define the expectations we have for ourselves and what others expect of us. People who fill a variety of social roles that are positively regarded by others are more likely to be treated as valued members of the community.

Roles are given various levels of status by society. Some roles, such as those of parent or professional, are valued; while some roles, such as that of a criminal, are not. Most of us do not choose to play less valued roles. The opportunity to fill valued social roles enables people to increase their status. People with disabilities may experience difficulty in assuming some roles due to specific challenges. Without support, they may be limited in the variety of roles they can assume.

People vary in the number and quality of their social roles. Some choose to have few or none, while some people thrive on having many social roles. Social roles also change with the events and demands present in one's life at any given time. People with ID often have limited family
and social networks, instead they depend on direct support professionals and maybe one or two friends.

Social roles are active, not passive. The person is not just a recipient of goodwill, but also a giver. The goal is for the person to become engaged and contribute rather than a passive receiver. Encourage people to volunteer and help them find ways to give back. A person with an active social role is recognized and valued, missed when not there, and replaced if gone. CQL (1997) uses an analogy of a house with three levels to help explain the concept of social roles. Think of the home’s foundation as participation; the main level symbolizes interaction; and the top floor would be a social role. The following examples provide further clarification:

Example #1
*Participate* – go to place of worship  
*Interact* – sit in the same place every week, meet and greet people who sit around you.  
*Social Role* – sing in the choir, hand out bulletins, serve coffee between services, light the candles, change the announcement board.

Example #2
*Participate* – go to the bowling alley regularly  
*Interact* – talk with people there, people know your name  
*Social Role* – bowl on a league; if you are absent a sub would replace you

*(Conduluci, 1999)* suggested that social role enhancement begins with identifying and itemizing the important roles in our communities. After matching a social role with the person’s preferences, identify how to support folks with ID in assuming these roles. Supports might include helping the person learn some aspect of the role or finding an assistive technology solution that would make it possible for the person to be successful in that role. For example, the new digital recording “Smartpen” combined with MyScript software could make it possible for a person who likes to garden to be secretary for the local garden club even if he or she has trouble struggles with reading and writing. In some situations, the support for social role attainment might be providing transportation to a meeting or assisting the person to learn how to use the community’s public transportation. Supporting social roles will require collaboration among team members, the person, family members and community members.
Community Connections and Behavior Issues

When discussing the idea of community involvement, the issue of inappropriate behavior may arise. Challenging behavior should not be a barrier to community connections. No one should have to wait to gain social skills or have his or her behavior “fixed” before being “allowed” to explore community activities and have more relationships. The team’s focus should be on connecting people, NOT on fixing them. Accept people the way they are and ask:

- What does the person have to offer?
- What are his or her gifts, talents, or qualities that would be interesting to others?
- How and where can he or she be included, just the way he or she is?

A way to move forward and take the focus off of behavioral issues is to focus on the positive instead of the negative. Talk about what can be done, instead of the barriers. The chart below gives some examples of how to turn negative comments into positive thinking:

<table>
<thead>
<tr>
<th>Negative</th>
<th>Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Tim won’t be accepted in the community because of his pacing.”</td>
<td>“Where would pacing be least likely to occur?” “When do we see less pacing and what community activity would be similar to those situations?”</td>
</tr>
<tr>
<td>“There’s no way Mary can get involved with a group activity because of her screaming and yelling.”</td>
<td>“If the yelling does occur, where will it most likely be accepted?” How about a football game?</td>
</tr>
<tr>
<td>“Sue won’t sit still for a minute! How could she possibly fit in with a community activity?”</td>
<td>“Sue’s high level of energy, makes it important for her to be up and moving around a lot. The church in my neighborhood is looking for volunteers to do some outdoor spring clean-up this weekend. Sue may enjoy helping with some of the work.”</td>
</tr>
<tr>
<td>“What skills does John need to learn before he is ready for the community?”</td>
<td>“What supports can we give John to enable him to participate in community activities?”</td>
</tr>
<tr>
<td>“How can we keep Pete from bothering the people who are sitting next to him when he gets bored?”</td>
<td>“What activities would keep Pete interested all morning?”</td>
</tr>
</tbody>
</table>
Dignity of Risk

Life is full of risks, some are harmful and some are not. To eliminate risk means eliminating many choices and options. It is your challenge, as support staff, to provide opportunities for learning experiences through regular life activities that vary in the amount of risk involved. When considering social and leisure options for people you support, it’s easy to get caught up in everything that can go wrong. It’s important to remember that there are accepting people and fun activities in every community. People with ID will continue to miss opportunities, if they are never allowed to take the risk.

There is some risk involved in participating in an inclusive activity or developing friendships. People may be rejected or feel out of place. The potential benefits need to be weighed against the disadvantages. When people know the potential for harm in situations, and they choose to try anyway, they are exercising their right to risk.

The following questions might guide the team, including the individual being supported, in deciding if something is worth taking a risk for (Wightman, 2009):

- What is it that the person wants to do?
- What are the benefits to the person?
- What are the consequences of not doing it?
- What could go wrong?
- How likely is it that something could go wrong?
- How easy is it to anticipate or prevent something going wrong?
- What would the consequences be?
- How can we reduce risk by working with what we know of the likelihood, prevention, anticipation or consequence of something from going wrong?

The following poem describes lost opportunities, when people with disabilities are sheltered from the community. The poem comes from the organization “Parent Advocacy” and was taken from the book *Laying Community Foundations for Your Child with a Disability* (1996) by Linda J. Stengle.

**The Dignity of Risk**

What if you never got to make a mistake?
What if your money was always kept in an envelope where you couldn’t get it?
What if you were never given a chance to do well at something?
What if your only chance to be with people different from you was with your own family?
What if the job you did was not useful?
What if you never got to make a decision?
What if the only risky thing you could do was act out?
What if you couldn’t go outside because the last time you went it rained?
What if you took the wrong bus once and now you can’t take another one?
What if you got into trouble and were sent away and you couldn’t come back because they always remember your “trouble?”
What if you worked and got paid $0.46 an hour?
What if you had to wear your winter coat when it rained because it was all you had?
What if you had no privacy?
What if you could do part of the grocery shopping but weren’t allowed because you couldn’t do all of the shopping?
What if you spent three hours every day just waiting?
What if you grew old and never knew adulthood?
What if you never got a chance?

Summary

Developing links into the community has a significant impact on quality of life. The quality of a person’s social network can affect physical and mental well-being. Social roles need to be supported on an individual basis, depending on the type, quantity, and quality desired by the person. With support, people with disabilities can increase their status in the community, as well as their own personal outlook on life.
Lesson 1: Feedback Exercises

1. People with disabilities and people without disabilities are more _______ than they are different.

2. Social well-being also affects _________ well-being.

3. People with intellectual disabilities often have _____________ family and social connections.

4. People who fill a variety of social roles are more/less (circle one) likely to be treated as valued members of the community.

5. When people know the potential for harm in situations, and they choose to try anyway, they are exercising their right to ______.

6. A person’s social network could include:
   a. members of a faith congregation
   b. neighbors
   c. friends who live in another town
   d. the grocer at the store where weekly shopping is done
   e. all of the above

7. Which of the following needs to be addressed before a person can be supported to make community connections?
   a. gain appropriate greeting skills
   b. eliminate negative behavior
   c. develop effective communication skills
   d. write goals and objectives to make friends
   e. none of the above

8. People with intellectual disabilities sometimes need support in developing friendships because _____.
   a. physical and intellectual challenges have limited their opportunities to fill valued social roles
   b. community members are often not accepting of perceived differences
   c. society tends to focus on deficits rather than the person’s capacity and strengths
   d. all of the above

9. Social roles _______.
   a. are passive
   b. may change with the events and demands present in one life at any given time
   c. are all given the same status by society
   d. have little impact on our quality of life
   e. none of the above
10. List and explain the 7 factors associated with loneliness.
   a. 
   b. 
   c. 
   d. 
   e. 
   f. 
   g. 

11. List 4 of the loneliness factors that are common among people with intellectual disabilities.
   a. 
   b. 
   c. 
   d. 

12. List 3 physical symptoms of loneliness.
   a. 
   b. 
   c. 

13. List 4 places in your community that provide opportunities for meeting people and getting involved in activities.
   a. 
   b. 
   c. 
   d. 

14. Explain the concept of Dignity of Risk.
15. What are three questions a team should ask when discussing strategies for increasing opportunities for friendship and community involvement for a person with challenging behavior?
   a.
   b.
   c.

16. John has been to take a weekend trip on the train to the Twin Cities to go to a baseball with some friends. What are at least six important considerations related to dignity of risk in supporting John’s desire to attend the game with his friends?
   a.
   b.
   c.
   d.
   e.

17. Which would NOT be an appropriate way of determining personal social role outcomes for a person?
   a. talk to the person
   b. look in other people’s personal plans to see what their outcomes are
   c. observe the person in their day-to-day interactions
   d. pay attention to cues that indicate what is important to the person

18. The statements below focus on negative behavior and are barriers to promoting community connections. What questions could you ask to reflect positive thinking and support the person and his time to identify places and activities where he or she might be included?
   a. Helen spills a lot of food when she eats. People won’t want to eat with her.
   b. Jerry talks about trains all the time. People at the Senior Center will get tired of it and ask him to leave.
Lesson 2: Making Things Happen

Objectives:

As a result of this lesson the learner will be able to:

- Model appropriate interactions with people with ID through words and actions
- Identify interests, gifts (talents), and contributions of people of all abilities
- Explore and develop individualized community connections for people with ID
- Describe the role of a bridge builder in developing connections
- Identify and support volunteer opportunities
- Recognize common set of beliefs required to be successful as a community connector
- Describe important information to know about a person before connecting the person to others
- Recognize supports that will promote relationships and friendships
- Explain the role of reciprocity in friendships
- List the gifts, talents, and capacities that might be the basis of a friendship for a person he/she supports
- Avoid common obstacles to community connections
- Support community connections in a variety of settings including home, work, neighborhood, and community
- Support safe use of social networking sites
- Describe the role of direct support professionals in maintaining relationships and community connections
- Identify key community members who might be successful bridge builders and community connectors

Strategies for Inclusion

Some people are uncomfortable around people who have a disability. They feel awkward about how to act or what to say. Support staff members can role model appropriate interactions through their words and actions. Treating others, including those with disabilities, as you would like to be treated is a good rule of thumb. Model the following tips and share them with others to help them feel more comfortable around people with disabilities:

- Speak directly to the person who has the disability and not to the person with them.
- Ask questions if you do not understand; don’t pretend you understand someone if you do not.
- Be patient; some people may need additional time to respond.
- Talk to the person as you would to another adult (not a child).
- If you want to ask someone about his or her disability, then ask. They will tell you if that is not information they want to share or discuss with you.
• If it looks like someone may need help, ask him or her before intervening.
• If it is apparent someone cannot shake hands, give a nod or a smile instead.

In *Supporting Community Connections*, Angela Novak Amado (1993) identifies four steps for connecting people to their community:

1. Identify Interests, Gifts (talents), and Contributions
2. Explore and Identify Possible Connections
3. Make Introductions
4. Continue to Support the Relationship

1. **Identify Interests, Gifts (talents), and Contributions.** People often become friends with others who have a common interest. After interests and places to meet are identified, getting acquainted and sharing interests can begin. Interests are those things that express the meaning in a person’s life. A person’s gifts are those qualities or characteristics that are appreciated by others. Sometimes gifts can be very obvious, such as a good sense of humor, baking the best chocolate cake at the bake sale, or being a hard worker. Sometimes they are more subtle, such as a great smile or an ability to inspire others. Seek information from many different sources, such as vocational and residential staff, family, and others who know the person well. For some people, it is difficult to identify interests. For these people, it is important to spend time exploring. You will need to get to know someone well enough to be able to ‘read’ or interpret their reactions. Sometimes the reactions or expressions are subtle, such as when a person turns their head away, or opens their eyes wider. Note: There is more information on preference assessments for individuals with significant disabilities in Lesson 4.

2. **Explore and Identify Possible Connections.** The next step is to plan possible connections. Amado identifies five different approaches that can be used to explore and develop possible connections. They can be used separately or in combination with each other.

   • **Where Can This Interest be Expressed?** After an interest has been identified, generate a list of all the places where this interest can be explored, and the places people go if they have this interest. For example, if Alex is enthusiastic about cars, the list might look like this:
For each place listed, team members can ask: “Whom do we know there?” If no one on the team knows anybody there, who knows somebody they can ask who might know someone at one of these places?

- **Identify Opportunities for Community Relationships.** Focus on opportunities for relationships, instead of the activities themselves. Two critical factors impact the opportunities for relationships to form.
  - First, seeing the same people over time is important. It makes a difference to become a ‘regular’ or a member of a group.
  - Second, a basis for exchange is needed. Just participating in an activity with community members (i.e. watching a movie at a local theater) doesn’t mean there is an opportunity for a relationships to develop. People don’t often visit or connect with others in a dark movie theater. Opportunities are created for relationships when there is some basis for people to give back and forth and to interact with each other. Participating in a garden club, serving at a community supper, and volunteering to help at the nursing home “Bingo Night” all provide opportunities for an exchange of conversation, ideas, information, etc.

- **Look for Potential Welcoming Places.** It may be beneficial for staff to explore places first, to determine the potential for people with disabilities to be included. Talk to people about whether or not they would be open and interested in welcoming a particular person with disabilities. **Generally it’s best to introduce only one person at a time into a new place.** Also scope out what the person could contribute in the environments you visit.

- **Explore the Local Community.** In smaller communities people usually know what is available. In larger communities, it may take some exploring to discover opportunities. Try clubs or organizations, hospitals, libraries, parks, animal shelters, places of worship, senior centers, service organizations, sports, museums, etc. Contact these places directly; ask others; or research opportunities in the paper, community websites, bulletin boards (community postings in stores, banks, malls); or informational brochures from the visitor’s bureau.
• **Look for Interested People.** Look for people who might be interested in getting to know a person with disabilities. Think about what kind of characteristics might be a good match for the person you have in mind. It doesn’t need to be someone who has experience with people with disabilities. Other staff can be great resources. Ask them to explore their own networks and find out if they are willing to ask their own friends or relatives.

3. **Make Introductions.** When a possible connection is identified, the next step is to introduce people. This can be done one-to-one or to a group.

• **One-to-One Introductions.** Base the introduction on commonalities. For example “Joan, I think you would be interested in meeting Robin. She really likes sports. Robin, this is Joan who is really into baseball.” What is said in the initial introduction will affect the attitude of the community member(s). Because of confidentiality concerns, it may take some thought to decide how much and in what way to tell the community person about the individual before they meet (i.e., what they are like or how they might act). Consideration should be given to where the initial introduction should take place. Choose a community location other than a group home or workshop setting. Also, consider who is making the introduction. It is beneficial if it is someone who is already valued in the community. The person being introduced should be accompanied by only one person. Avoid turning the situation into a group activity. Attention should be paid to how the person with a disability is dressed and groomed. In addition to clean well-fitting clothing, it should match the event and what other people the same age will be wearing. Consider the person’s comfort and the number of layers that will be appropriate for this person. Even if the staff person wouldn’t need a jacket on a spring day, the person might need one to be comfortable.

• **Introductions to Groups.** People have the opportunity to become connected and meet many more potential friends by joining groups or clubs. Identify one person in the group to act as a “host” or “sponsor” for the person with disabilities. That person can act as a guide for the person, introducing them to other group members and assisting group members to include the person.

4. **Continue to Support the Relationship.** This is probably the most difficult aspect - to support an acquaintance relationship to become a real friendship. Most often it will need some help along the way. This will be discussed more in the Maintaining Connections section of this lesson.
Bridging to the Community

Another approach is to use “bridge builders”, people who already have valued social roles, to provide a link to community activities for individuals with disabilities. The bridge builder:

- introduces the person with disabilities to new places,
- guides them to new relationships,
- connects them with other citizens, and
- familiarizes the person with new opportunities.

This approach is based on ensuring that a person is exposed to and part of community environments. There is an assumption that communities have the capacity and willingness to become involved with people with disabilities as friends.

Certain qualities are particularly important in a bridge builder. He or she needs to be able to:

- focus on the gifts and abilities of a person rather than his or her deficiencies
- have a capacity to work as a friend rather than an authority figure
- believe that the reason a person is not yet included in the community activity is because no one has asked them to join
- let go after guiding someone into community environments

When introducing a person you support to a community member, you need to provide enough information about the person so that the community member will be successful, but respect confidentiality of the person supported. Focus on what the bridge builder will need to respond to the individual’s needs. Avoid giving information that is not useful and that creates a negative image of the person. Once a person gains a reputation as being strange, offensive, aggressive, etc., people expect that kind of behavior and may respond to the person with aversion or rejection. The person may have a hard time overcoming that reputation. Introduce the person in a way that is realistic and that emphasizes his or her best qualities.

Clare Whitman (2009) recommends that connectors “tell people’s stories in a way which has been agreed with them and which is positive and truthful…. We have learned to tell the person’s individual story with those ‘negatives’ emerging as extra barriers the person has to face.” For example instead of saying “Tom can’t tell time;” say ‘Tom depends on others to get to the bus stop on time.”

Employment & Day Support Settings

Supports for relationships should be present in all environments including employment and day supports.
Support relationships on the job site. Using natural supports such as co-workers and supervisors often provides more opportunities for relationships to develop than when a job coach is present. Prior to placing the person at the job site, employment specialists may assist co-workers in understanding and becoming more involved in supporting their co-worker who has a disability. The employment specialist provides information for company employees who will provide direct supervision or natural supports for workers with disabilities.

Seek places for community connection during the day. Some day programs have specifically sought out daytime connections. For example, day support staff have assisted people to become “regulars” in coffee shops and cafes, volunteers at the humane society and museums, and assistants at local daycare centers and businesses.

Support the person in all of their social networks. Some day programs have taken on the role of establishing connections and supporting friendships throughout a person’s life. Once staff are familiar with the whole person (not just the vocational interests usually attributed to daytime hours), they use the person’s interests and life priorities to link him or her to various aspects of community life. Staff in some agencies might support someone in the evenings or on weekends, not just during daytime program hours.

Volunteering

Volunteers are a necessary role in many organizations and businesses. The contributions of volunteers may be varied, but always worthwhile. Being a volunteer can enhance a person’s status in the community, and create opportunities to expand one’s social network. Volunteers with disabilities at community sites will also raise the community’s awareness of disabilities. For example, one individual doing volunteer work in a small ND community received a “community service award of the year” from the local chamber office.

In rural areas, volunteers come to be considered part of the community by virtue of association with the volunteer site. In larger areas, the volunteers may realize the benefits of being part of a close-knit group of workers from the same site.

Someone may need to accompany the person with disabilities to the site. Some agencies have found that volunteer sites decided on their own that they could provide natural supports. Other places may request the agency to provide support staff. Relationships are more likely to blossom if staff and the volunteer site agree that staff support will be faded as soon as natural supports are in place.

Most places do not generally advertise for volunteer positions, so be prepared to seek them out. There are not many places that will turn down volunteer help. Match a volunteer site with a person’s interests and try to pick a place that will provide opportunities for socializing and interacting with others. When looking for volunteer opportunities, recognize the potential for exploitation. A volunteer position should be one where other community members volunteer. For
example: Selling tickets for the club fundraiser is a volunteer job but a person should get paid to sell tickets at a movie theater. Washing a company’s vehicles so that someone doesn’t have to be paid to clean them is not an appropriate volunteer position but washing cars for a fundraiser for a person’s organization is a volunteer job. Sometimes there is a fine line between exploitation and appropriate volunteer work. The persons interests and passions should also be considered.

Some places to consider for volunteering might be:

- Maintaining the community flower bed
- Museum
- Hospital or clinic
- Tourism or convention center
- School
- Library
- Daycare during worship services
- Zoo
- Red Cross
- Nursing homes
- City parks & recreation areas
- Universities
- Sports complex
- Campaign office
- Humane society
- Thrift shops for nonprofits
- Ringing the bell for the Salvation Army

Be a good role model by adhering to these general rules:

- Speak directly to the person with the disability in the same manner you would speak with other people at the volunteer site.
- Encourage social interaction between the participant with a disability and other volunteers.
- Make adaptations as needed in the environment or equipment to promote participation to the fullest extent possible. Talk with the site coordinator prior to initiating the changes.
- Focus on what the person CAN do.

Making Friends

For most people, friends and family represent our most important relationships. Relationships change as we transition from childhood into adulthood. As adults, some people choose a few close friends, while others have a larger network of relationships with friends and acquaintances. Often, people with disabilities do not have the opportunities to build the kind of relationships that would enrich their lives. Often, their relationships are limited to their family, paid support staff, and other people with disabilities with whom they live or work.

While there is no question as to the importance of family relationships, families can also be limiting. Adult lives can be very different from what parents expect. People may do things with friends that they would never want their parent or other family members to know about. This doesn’t mean these activities are
bad, only that some people will reveal a more spontaneous or carefree side of themselves with friends. Friends can also help people to move beyond the goals that are established by agency workers and guidelines. **The more friends a person has, the more options that are available to them.**

**Role of Staff as Community Connectors**

Support staff have a major role in the development of friendships. In her manual, *Friends: A Manual for Connecting Persons with Disabilities and Community Members* (1990), Angela Novak Amado describes the role of a “**community connector**” as a staff:

“…. whose job it is to introduce people with disabilities to others, and who support their relationships with people who are not part of the service system. That is a vastly different role than teaching people what they don’t know, or providing for basic needs of shelter, food, and daily care, all of which are important and not to be ignored. It is also a very different role than training social skills.”

**The role of community connector is a different, rather than an additional, role for staff.** Community connecting fills the gap between person-centered planning and achievement of personal outcomes by matching the person’s skills, interests, aspirations, and dreams with people and opportunities in their local community.

In order for staff to fulfill the role of community connector the agency culture must promote imagination and creativity. If managers want staff to share power with the people they support and see them as capable persons, the strengths and creativity of team members must be encouraged.

Wightman (2009) identified a common set of beliefs required of direct support professionals that fill the role of community connectors:

- Everyone is ready! None of us should have to complete a learning objective, pass a test, or meet a set of criteria before we can enjoy an ordinary life.
- Everyone has the capacity to contribute, to offer something that is wanted in relationships.
- People don’t need to be fixed. Our supports may need fixing for inclusion to be possible.
- We all share the same fundamental needs for giving and receiving friendship, for contributing and being valued. We all share a capacity for experiencing them.

The quality of the relationship between the community connector and the person supported must be based on:

- Warmth and shared goals, not overprotection
- “You know what is best for you” rather than “I know what is best for you”
- Enjoyment of each other’s company
The first step is getting to know the person. Spend time with them at different times of the day to figure out the times of day and places the person enjoys most. This gives you a chance to get to know the person. Discover their “passions.” A passion can be anything that makes you feel alive and gives you a burst of energy. Passions can be both positive and negative. Positive passions can give your search for connections a clear focus. Negative passions will give the connector a chance to see what doesn’t work for the person and things to avoid when making community connections.

Amado (1990) recommends that teams use the following questions to gain an understanding of the person prior to making attempts to connect him or her to the community or to another person. The results can lead to strategies for connecting the person to others. Consider the following:

- What have the person’s life experiences been like?
- Who are the people in this person’s life?
- What kinds of roles does the person play in various relationships?
- Where does this person spend time?
- In what activities does the person participate?
- What works and what doesn’t work for this person?
- What are the person’s interests, gifts (talents), and abilities?
- What does this person have to contribute to others?
- What assistance does the person need?

**Going from Acquaintance to Friend**

Friendships enrich our lives through a variety of means. Friends provide companionship, love, acceptance, and emotional closeness. They can also be a source of significant comfort and support during difficult times. The value of acquaintances should not be underestimated; in fact acquaintances add diversity to our lives. However, casual contacts with community members or paid staff members are not the same as genuine friendships.

CQL expects organizations to support people in forming and maintaining friendships with neighbors, co-workers, and peers, including people who do not have disabilities. Support can be provided through a variety of means, including skills training or assistance, such as arranging transportation for visits or help with written communication and telephone calls.

“We cannot make people be friends with each other. What we can do is maximize the opportunities for them to get to know each other.”

Angela Amado

A useful exercise is to stand behind the person you support and imagine what it is like looking through his or her eyes. What do you see and hear? Do you like it? Is it good enough for you or someone you love? Thus, the right relationship is marked out by the quality of attention the supporter gives those they support. In a good relationship, a supporter has the ability simply to be with someone and get attuned to them. In time they will know what someone is interested in and what it is that makes them interesting to others.
Promoting Relationships and Friendships

Direct support professionals can suggest and present activities that promote positive interactions:

- Choose activities that foster strengths of each member of a group so that each person has something to contribute. If a group from the senior center meets regularly to recycle greeting cards, the direct support professional might find a part of the task that the person she supports could complete successfully. (See Lesson 8 for more information on partial participation).
- Try to identify groups or activities in which the membership is fairly stable. It is through repeated participation that others notice and welcome a new member.
- Model positive interactions and prompt them when they are not occurring. For example, “John, I wonder if you would be interested in being Ben’s partner and assist him to the next activity.” Just as important is to recognize and reinforce acceptance and inclusion. An example of this might be, “Mary that was a very creative design the two of you did on that clay pot.”
- Suggest temporary adaptations to the way things are normally done only if that will increase success and enjoyment.
- From the first interaction with a new acquaintance, direct support professionals need to be thinking about how they will fade their supports so that a friendship will blossom.

Reciprocity, or give and take, is an essential part of friendships. Most people will not continue a relationship when they are doing all the giving and getting nothing in return. It is the giving, receiving, and sharing that moves a relationship from acquaintance into friendship. People also need time to get to know each other better for friendship to grow.

If a person is limited in his/her ability to reciprocate, someone else will have to carry out acts of friendship on his/her behalf. For example, support staff may need to keep track of family birthdays and send cards on the person’s behalf. Support staff may also need to tell the community person how much their friendship is valued, if the person cannot speak for his/her self.

Consider the following aspects of friendship, from Barclay & Cobb (2001):

A gift doesn’t have to be an exceptional talent that only a few people have. It can just be the qualities that would be missed if the person wasn’t there: a smile, a joke, a presence.

Clare Wightman
1. People need to **share** ordinary situations with ordinary people for relationships to develop.

2. Being a friend involves **time and energy**.

3. We need to see the **gifts, talents, and contributions** that each person can make, and use those to build friendships.

4. Friendships **come and go**. Some people are lifelong friends…no matter what. Others are friends “for a time” and then move on. All friendships do not have the same rules or values.

5. Friendships are **two-way streets** - both parties must give and take in the relationship.

6. Friendships are **freely given**. In other words, friends are not people who are paid to be with you. They are not getting ‘credit’ for school or scouts or as peer tutors or helpers.

7. Most people like having friends from **many different** ‘walks of life’…some from school, or faith-based organizations, sports, hobbies, etc.

8. People need to have **a common bond**, whether that is listening to music, hobbies, pets, collections, faith denomination, game, favorite type of movie, or a certain sport or sport team.

**Nurturing Social Skill Development**

Although no one should have to wait until they have met certain competencies or learning objectives before being included in community activities, social skill development is an important component of the support plan for many people with ID. Learning sessions may provide discussions around these topics utilizing role-play exercises between pairs of individuals or within a small group. Use interactive role playing situations to provide opportunities to practice new skills at home, work and other community activities with real people and friends. For example, in a functional activity such as preparing a meal with a friend, socialization skills could be demonstrated, taught, and practiced while cooking or on a lunch break from work. Once topics are presented, the staff should create real life practice opportunities.

Modeling desired social skills provides additional opportunities for positive exchanges and promotes long-term learning. Videotaping individuals when they practice introducing themselves to others, playing the tape back for them to view, and utilizing the video for discussions may also provide good learning experiences, as well as immediate feedback. The use of these skills provides participants with strong positive feedback. Positive acknowledgement of appropriate use of skills will give the person confidence in their social interactions. The main focus of social skill instruction is developing awareness that positive behavior interactions promote inclusion and pleasant responses from others. These learning activities should occur along with
opportunities to practice them in the actual situations where they will be used. A person should not have to wait to be included until they learn every “typical” social skill.

Socially acceptable behavior, controlling emotions and conflict resolution are also important learning areas for many individuals with ID receiving support. The Autism module in the Community Staff Training Program has additional information on supporting the development of social skills in persons with Autism Spectrum Disorders.

Relationship Obstacles

Sometimes, despite our best intentions, we create unnecessary problems by failing to plan properly. Some problems, as well as steps to avoid them, are outlined below:

**Problem: Too Much Too Soon**
Encouraging a person to join a group or club, and participate in every activity may be too overwhelming initially. It can be more beneficial for the person with the disability, as well as the community group, to start slowly and gradually phase the person into the group, beginning with brief, social activities.

**Problem: Age Mismatch**
Matching potential friends of different ages can be awkward for both people involved. When the expectation is friendship, a match between people of similar age is most likely to be successful and enduring.

**Problem: Lack of Preparation**
Take time to talk with the member(s) of the community group, as well as the person with disabilities, prior to the initial meeting. Let the community group member and the person with a disability know what to expect, and find out what their expectations are as well. As discussed in other sections of this module, you will want to respect confidentiality and only share what the person agrees to share with the community member. However, the success of the interaction may depend on the community member knowing some critical information such as what support needs the person has related to communication, mobility, etc. Support staff may need to plan ahead for necessary accommodations such as arranging transportation or removing physical barriers. The person with an intellectual disability will also feel more comfortable if he or she has some information about what is going to happen during the activity. For example: Will there be a lot of sitting?; Is there going to be a snack?; How and whom to ask for help; etc.

**Problem: Lack of Individualization**
It is important to carefully consider each person’s needs prior to making a community connection, in order to create the most opportunities for success. Factors to consider include:
- individual interests
- environmental conditions (such as noise level, number of people present, indoor/outdoor activities, presence of physical barriers, etc.)
- age appropriateness

People should always be offered choices in what community connections they would like to pursue.

**Problem: Failure to Respond to Concerns**

Concerns that are expressed on the part of the community connector or by the person with a disability should be addressed immediately. Follow up to ensure the concern is resolved to the satisfaction of both. Monitor dissatisfaction that may be indicated in ways other than verbal communication, such as through facial expressions or body language. Early intervention may save the friendship or identify a mismatch.

**Social Networking Sites**

Social networking sites (i.e. FaceBook, Twitter) are popular activities for many adults. In fact some would argue these online networking applications are a necessity of life. While they do offer benefits for social skill development and independence for people with ID, there are some safety concerns that should be reviewed by the person and his or her team. It is important to know your agency policies on use of social networks. Some reminders to protect the user include:

- **Be cautious about posting your personal information online as someone may be watching.** For example, a family's home was burglarized when they were gone because someone was monitoring their social networking postings and they announced they were going to be out.
- **Block and report unwanted communications.**
- **Educate yourself about the site before you post any personal information.** Evaluate the social networking Web site and read the code of conduct carefully.
- **Do not allow the site to scan your e-mail address book to avoid giving the site the e-mail addresses of your friends.**
- **Assume what you write on a social networking site is permanent.** Even if you have the ability to delete your account, anyone on the Internet can easily print out the information or save it to a computer and share it with others.
- **Assume that everything on the site will be public knowledge, meaning family members, employers, the police, and criminals can see it.**
- **Consider using a site that does not post your information publicly.** Some sites allow anyone to view the content you post on the site while others only allow members to view pages.
- If you want to help protect personal information even further, use a site that allows the user to password-protect information and limit the number of trusted people who know the password.
Maintaining Connections

An important aspect of community connections is supporting the relationship after the connection has been made. Sometimes this process happens on its own, but more often support from direct support professionals is needed. To determine the appropriate type and amount of support, consider the needs of the person with disabilities, as well as the community person or group.

Support staff can informally ask people how things are going, and verify that the person with disabilities is actually being included in groups or clubs. Sometimes the support staff will need to accompany the person with disabilities for an extended period. Agency staff can assist the community member(s) to become better acquainted. The nature of relationships changes over time, and the support staff provide may need to change accordingly. Allow the person with disabilities and the community member to resolve their own difficulties to the extent possible. Part of supporting a relationship is stepping back and letting people work through difficult situations, providing assistance only as needed.

Every effort should be made by support staff to assist the person to arrange their schedule to include time to promote new and existing relationships. Activities should not have to be cut short because someone needs to return home for ‘meds’. Assistance with transportation to a community event or a friend’s house should not be compromised due to a staff shortage.

Consequences of behavioral support plans should not include losing opportunities to see friends, family, or participate in community activities as these restrictions would be considered infringing upon the person’s human rights. Any restrictions of access to other people must be carefully weighed by the team and only allowed if there is a likelihood of significant risk to the person or others. Even in these cases, teams must follow agency policies to assure the individual’s rights to free association are not infringed upon. More information on rights related to friendships and other relationships can be found in several of the training modules in the North Dakota Community Staff Training Program including: Legal Issues and Developmental Disabilities; Achieving Personal Outcomes; Positive Behavior Supports; Designing Positive Behavior Supports; and Sexuality and Developmental Disabilities.

Plan ahead to make arrangements when possible, however, encourage spontaneity as well. Everyone has changed plans at the last minute to go to a movie with a friend rather than stay home and do laundry.

Language is another consideration to keep in mind when supporting relationships and interactions. Use “typical” terms in describing the person’s activities and friends. We normally don’t describe where we are going as “out in the community”, or on an “outing”. Instead, use descriptive terms, such as “I’m going grocery shopping”, “I’m going to see a movie”, or “I’m going to Jill’s house.”
Some problems are inevitable. Keep in mind that all relationships have ups and downs, and these can be learning experiences. The problems related to having real friendships are problems worth having.

**Summary**

There are many strategies for promoting relationships between the people with disabilities and other community members. Building connections on someone’s gifts (talents) and passions allows them to be known for who they are as a person and not just their disability. Careful planning, as well as taking advantage of natural opportunities, are both viable avenues for making connections. Keep in mind that attitude is just as important as action when supporting connections with community members. Identify key people in the community that can act as bridge builders to facilitate success. Support relationships in every kind of setting available, including home, work, volunteer sites, and community activities. Providing support to maintain relationships is equally as important as making the initial connections. Take steps to avoid relationship obstacles.
Lesson 2: Feedback Exercises

1. T/F Support staff have a major role in the development of friendships.
2. T/F Agency confidentiality rules do not apply in community settings.
3. T/F If one person in a relationship has an ID, then it is unrealistic to expect reciprocity.
4. T/F Providing support to make initial connections and to maintain existing connections are equally important.
5. T/F Using natural supports are generally less effective for developing connections than when a staff person is present on-site at a job or volunteer site.
6. T/F Social networking sites offer many opportunities for social connections and little risk.
7. T/F To determine the appropriate type and amount of support, consider the needs of the person with disabilities, as well as the community person or group.

8. The more friends people have; the ______ (more/less) options are available to them. Friends can also help people to move ______ the goals that are established by agency workers and guidelines.

9. Which of the following characteristics might interfere with the role of a bridge builder?
   a. a belief that the reason a person has not yet been included in a community activity because no one has asked them to join
   b. unwillingness to let go after guiding someone to be an active participant in a community activity
   c. capacity to work as a friend rather than an authority figure
   d. focus on the persons gifts (talents) and abilities
   e. a person with a valued social role, who is not a staff person or family member of the person with a disability

10. Which of the following activities might have the best potential for community relationships?
    a. several friends from the group home attending volleyball games every week at the neighborhood high school
    b. a person attending a movie at the local multiplex theater once a month
    c. a person creating and maintaining a community flower bed and vegetable garden as a member of a garden club
    d. agency staff and people supported volunteering to keep a section of the highway clean for the “Adopt a Highway” campaign

11. Community Connectors believe all of the following EXCEPT:
    a. People need to complete their learning objectives and meet a set of criteria before they can be included in community activities.
    b. Everyone has the capacity to contribute, to offer something that is wanted in relationships.
    c. Supports may need fixing for inclusion to be possible.
    d. We all share the same fundamental needs for giving and receiving friendship.
    e. The person knows what is best for him or herself.
12. Community connecting______.
   a. fills the gap between person-centered planning and achievement of personal outcomes
   b. matches the person’s skills, interests, aspirations, and dreams with people and opportunities in their local community
   c. is a different role rather than an additional duty for staff.
   d. all of the above

13. Recommendations for safe use of Social Networking sites include all of the following EXCEPT:
   a. Assume that what is posted on the site is permanent even if you have the ability to delete it later.
   b. Assume that everything posted on the site will be public knowledge even if you are using a members only site.
   c. Post passwords near the computer for easy access.
   d. Do not allow the site to scan email address books.

14. What are the 4 steps for connecting people to their community, as identified by Amado?
   a. 
   b. 
   c. 
   d. 

15. List and explain 7 factors to consider when making introductions between a person with disabilities and another community member.
   a. 
   b. 
   c. 
   d. 
   e. 
   f. 
   g. 

16. List 4 places in your community where an interest in animals could be expressed?
   1. 
   2. 
   3. 
   4. 
b. Explain two social roles that could be developed as a result of this interest and exploration.
1.
2.

17. List 2 critical factors that impact the opportunity for relationships to form.
   a. 
   b. 

18. List 5 places in your community that are potential volunteer sites.
   a. 
   b. 
   c. 
   d. 
   e. 

19. Explain the concept of a bridge builder.

20. a. Why is reciprocity important in friendships?
    b. Give one example how you might support reciprocity for a person that you know with an intellectual disability.

21. A person’s team will find the following questions useful when planning strategies for connecting a person to others:
   a. What have the person’s _______ ________ been like?
   b. Who are the _______ in this person’s life?
   c. What kinds of _______ does the person play in various relationships?
   d. _______ does this person spend time?
   e. In what _______ does the person participate?
   f. What _______ and what doesn’t work for this person?
   g. What are the person’s _______ , _______ , and _______?
   h. What does this person have to _______ to others?
   i. What _______ does the person need?

22. Direct support professionals can suggest and present activities that promote positive interactions.
   a. Choose activities that foster _______ of each member of a group so that each person has something to _______. If a group from the senior center meets regularly to recycle greeting cards, the direct support professional might find a _______ of the task that the person he/she supports could complete successfully.
   b. Try to identify groups or activities in which the membership is fairly _______. It is through repeated participation that others notice and welcome a new member.
c. _______ positive interactions and _________ them when they are not occurring.
d. Suggest _______ adaptations to the way things are normally done only if that will
increase success and enjoyment.
e. From the first interaction with a new acquaintance, direct support professionals need
to be thinking about how they will _______ their supports so that a friendship will
blossom.

23. Social skill development is an important component of the support plan for many people
with intellectual disabilities. What are some recommended methods for teaching social
skills?

24. Which of the following practices help to AVOID relationship obstacles for a person with
intellectual disabilities?
   ___ a. Encourage a person with a disability to participate in every activity right after
      joining a group or club.
   ___ b. Let the community group member and the person with a disability know what to
      expect, and find out what their expectations are as well.
   ___ c. Plan ahead for necessary accommodations such as arranging transportation or
      removing physical barriers.
   ___ d. Give people choices in what community connections they would like to pursue
   ___ e. Gradually phase a person with a disability into new groups, beginning with
      brief, social activities.
   ___ f. Match potential friends of different ages.
   ___ g. Individualize community experiences based on the person’s preferences for
      environmental conditions (such as noise level, number of people present,
      indoor/outdoor activities, presence of physical barriers, etc.)
   ___ h. Respond immediately to concerns expressed by the community connector or by
      the person with a disability.
   ___ i. Monitor dissatisfaction that may be indicated in ways other than verbal
      communication, such as through facial expressions or body language.

25. List 8 strategies for providing support to maintain a friendship.

a.

b.

c.

d.

e.

f.

g.

h.
Lesson 3: Benefits and Barriers to Leisure & Recreation Experiences

Objectives:

As a result of this lesson the learner will be able to:

- Describe the benefits of leisure and inclusive recreation experiences
- Explain why people with intellectual disabilities need support in recreation and leisure
- Define recreation, leisure, and leisure lifestyle
- State the goal of inclusive recreation
- List architectural modifications that would allow access by people with disabilities
- Explain how service providers can support recreation programs to become more inclusive
- Describe the role of a “leisure coach”
- Recognize the Universal Principles of Recreation
- Explain why people with intellectual disabilities need travel skill development activities
- Describe what direct support professionals can do to support inclusive recreation activities
- Use effective instructional strategies to support learning recreation and leisure pursuits.

Recreation is important to everyone regardless of ability. Fun and relaxation help to balance life stresses, as well as renew or refresh us. Leisure activities can enhance physical fitness and promote self-esteem. Through recreation, we enjoy the company of others; we build social relationships and create friendships, and experience a greater sense of well being.

The development of a meaningful leisure lifestyle can enhance quality of life for people in many ways. Results of supporting recreation and leisure outcomes can include:

- Expanded range of life-long leisure skills
- Increased opportunities for choice and self-expression
- Improvements in physical and mental health
- Enhanced social interaction and cooperation skills
- Improved social relationships and friendships
- Development of independent and interdependent leisure skills
- Related skill development (i.e., social, communication, attention span, money skills)
- Reduction in challenging behavior

One of the reasons that opportunities to participate in leisure and recreation are especially crucial for individuals with ID is that they often have more leisure time than other community members, due to a variety of life circumstances. Employment rates and hours worked are lower for people with ID than for other adults. Time commitments for family and other obligations are often less demanding for people with significant disabilities than those who do not have a disability.

Most people learn recreation skills by observing others and through trial and error. However, people with ID often require systematic instruction and long term support in order to learn
Without these supports and repeated opportunities to develop leisure options, people with disabilities can experience feelings of loneliness and isolation, spend their time engaged in unproductive behaviors, and/or experience reduced physical, emotional, and mental health.

Recreation and leisure training can take place at home or in a variety of community settings. Homes, neighborhoods, and workplaces are all appropriate environments for leisure learning. Using the natural environment makes learning more relevant and helps individuals become more independent and self-sufficient.

Filling these leisure hours with meaningful recreation and leisure supports and the related skill development and opportunities for developing relationships are key components in positive behavior support plans. A reduction in challenging behaviors is an important outcome of improving quality of life through expanded leisure and recreation skills and opportunities for many people with ID.

In many instances, lack of opportunity, has hindered participation. Since 1990, the Americans with Disabilities Act (ADA) mandated that public recreation agencies make recreation facilities architecturally and programmatically accessible to people with disabilities. The goal is inclusion of people with disabilities into ongoing activities with the least amount of adaptations. However, some recreation facilities are still not physically accessible to people with disabilities. Physical barriers may prevent access to buildings, recreation facilities, or outdoor playgrounds and environments. Examples of barrier-free architectural modifications include:

- Accessible parking spaces.
- Cut-away curbs.
- Accessible restrooms and drinking fountains.
- Ramps or elevators instead of stairs.
- Lifts to enter and exit swimming pools.
- Paved pathways instead of dirt trails.

In many instances, achieving architectural accessibility for people with disabilities also allows easier access for people without disabilities. For example, cut-away curbs and ramps provide greater ease of passage to people pushing baby strollers and carts, people who have difficulty climbing steps, and people riding or pushing bicycles. Many clubs such as Jaycees and Knights of Columbus or foundations donate time and money to projects like these.

Other barriers to community recreation programs for people with ID include lack of awareness on the part of administrators and staff from recreation programs. Many practical concerns may cause administrators to be apprehensive about including people with ID. They may voice a need for staff training, assistance with recruiting participants with disabilities, or additional program funding. By advocating for and with people with ID, direct support professionals can open new opportunities and stimulate interest in the leisure needs of people with varying abilities.
If recreation program staff are unfamiliar with people with disabilities, they may find it difficult to assess their needs and provide appropriate recreation instruction and support. Service providers can support the recreation program by:

- Providing training on inclusive techniques for community recreation staff.
- Individualizing assessments of the needs, abilities, and recreation preferences of the participant with ID. If community recreation staff are unfamiliar with the participant, suggest that initial assessments be conducted with a support staff who knows the participant well. If another individual besides the participant is included in the assessment, care must be taken that the participant answer questions for him or herself as much as possible.
- Adapting traditional recreation teaching strategies to meet a person's individual needs.
- Structuring programs to promote cooperation and active participation by all participants.
- Recruiting volunteers to provide one-on-one support within programs.

Successful inclusion in leisure events may require creativity. Direct support professionals may think of their responsibility as a leisure facilitator or “leisure coach” (Moon, 1994). In employment settings, the job coach is a temporary support until the person learns how to participate. The duration and type of assistance provided by a leisure coach will vary depending on skills required by the recreation activity and the ability of the individual enrolling. The leisure coach accompanies the individual to the event and adapts the situation or environment to enhance the individual’s participation. Some examples of supports for inclusive activities include: providing transportation or travel training, providing education to the club members or recreation staff leading the activity, modeling interactions, assisting to modify or adapt the activity, and developing natural supports.

**Defining Recreation and Leisure**

*Recreation* refers to any activity engaged in for the purpose of enjoyment and relaxation which may include a variety of activities such as: sedentary activity, sports, games, physical exercise, hobbies, and social activities.

*Leisure*, on the other hand, has been defined as that portion of one's free time not spent in an activity obligated to someone else, and is characterized by the use of recreation activities to fulfill this time. In other words, leisure includes the activities one engages in after work, school, and/or on the weekends, which are perceived as fun, relaxing, or rejuvenating in nature.

Each person has their own leisure preferences that should dictate how they initiate or choose new activities or experiences. For example, Elizabeth may prefer to participate as an observer of activities and then only with someone she knows well. Jim may enjoy participating with a group and love the stimulation. Elizabeth may also choose an individual quiet activity to the large physically lively group activities that Jim likes. It will be important for staff to know or find out the preferences of person(s) they are assisting.
Leisure Lifestyle Components

The term *leisure lifestyle* refers to how one chooses to use his or her free time and recreation opportunities on a day-to-day basis. Developing one's leisure lifestyle is a life-long learning process for everyone. It is never too late for adults to learn new recreation skills or to enhance one’s current leisure lifestyle. One of the highest periods for leisure activities is after age 55 or retirement.

Many opportunities for development of relationships and social skills take place naturally every day. For most individuals, becoming a part of a community and giving back to the community is one of the most important steps in developing self-worth and natural support systems. This component is most critical when people with ID live in their own apartments or homes with or without roommates. To discover how an individual is connected to their community and who the individual currently has in their “circle of friends,” a relationship map and relationship circle format can be utilized (See appendix A).

It is important to respect cultural differences when planning recreation activities. If direct support professionals and other team members are not familiar with the cultural practices of someone they support, finding natural supports from the same culture will be useful. Remember that it’s possible to appreciate and/or practice important social events of one’s culture even if you are not living in that cultural location.

Leisure Education

*Leisure education* enables individuals to learn about leisure resources and take an active part in directing their own use of leisure time. Leisure education and leisure awareness are essential for developing a healthy, self-directed leisure lifestyle. In addition to learning specific recreation skills, individuals with ID may need support in learning leisure skills such as: selecting recreation activities, learning where to participate in these activities, learning when they can participate and with whom, assessing what the cost will be, and knowing what to wear.

Recreation and leisure education can take place at home or in a variety of community settings, depending on where the leisure activity naturally occurs. Homes, neighborhoods, and workplaces are all appropriate environments for leisure learning. **Using the natural environment makes learning more relevant and helps individuals become more independent and self-sufficient.**

**Home Leisure Skills:** A large portion of our leisure time takes place at home. Home leisure skills refer to those leisure skills a person needs to learn to independently enjoy leisure opportunities in his/her home. Home leisure skill development might include such activities as:

- Using switches to turn on recreation equipment
- Using the CD player
- Using the telephone
To promote a wide range of leisure options and to accommodate personal preferences, be sure a person’s home has a plentiful supply of recreation materials from which to choose.

**Neighborhood Leisure Skills** refer to those leisure competencies needed to function within the individual's neighborhood. Skills for this area might include learning:
- Available recreation facilities
- Organized neighborhood activities and events
- Transportation options for neighborhood activities
- Pedestrian safety

Travel skills are necessary for accessing neighborhood leisure. Just knowing where to go is not sufficient if individuals cannot get there safely. Participants should be supported to learn personal safety measures needed in their neighborhood. Most of these skills cover a variety of activities, from taking a walk around the block to attending nearby recreation centers.

**Community Leisure Skills** refer to those leisure competencies needed to function within the community beyond an individual's immediate neighborhood. Skills in this area might include:
- Making change
- Purchasing tickets
- Riding the local transportation system
- Approaching strangers for assistance
- Identifying available recreation options
- Locating facilities
- Telling and managing time

People need freedom to become independent and practice skills. Encourage them to use their own money to purchase snacks, gifts, and admission fees. Staff should not be "taking" the person with a disability to the activity or event; they should be "going with them". Assistance should only be provided when necessary. Avoid the tendency to overprotect the person. Generally, the more opportunities an individual has to enjoy and participate in community leisure, the more easily they will learn new leisure skills and discover choices available.

Natural social patterns are an important factor to remember in supporting participation in community activities. For example, two couples or two friends may go to a meatball and lutefisk dinner by the Sons of Norway – these are natural groupings based on the activity. Attending the
same activity as a group may inhibit natural opportunities to meet and develop new friends. The goal of leisure supports is to make inclusion successful.

**Universal Principles of Recreation Experiences***

When developing a recreation and leisure program for an individual with an ID, the following principles will help ensure success:

1. Every person with a disability has the right to **participate** in any recreation desired.
2. People with disabilities have the same recreation **abilities** through adaptation and accommodation as other community members.
3. Every recreation activity can be **adapted**, modified, or accommodated to be feasible for person with any disability. People with disabilities and recreation providers may need support from the direct support professional in making adaptations and accommodations.
4. Every person with a disability should experience recreation **achievement**. Success in recreation is what draws a person back. Achievement isn’t always “winning” the game or other competitive activity. It can be defined as enjoyment, fun, satisfaction, and happiness.
5. Recreation programming fosters **growth** from dependence and isolation to independence, integration, and association. Participation and association provides **bridges** to family life, voluntary service, education, pre-vocational experience, employment, community participation, and community roles.
6. Recreation activities and programs should respond to the desire for **diversity and new experience** based on the participant’s age and sex, community, cultural-ethnic background, education, socio-economic situation, and other pertinent factors.
7. Recreation activities and programs should respond to **individuality**. There should never be a presumption that a particular play or recreation activity "suits" everyone with a particular disability!
8. Every person can benefit from **recreation education**. Participation in a recreation activity such as attending a ballgame gives a person an hour or two pleasurable experience. Leisure education, (i.e., helping a person learn about a new pastime or hobby; developing social skills) opens the door to a lifetime of recreation.
9. Idle time has been forced on people with disabilities because of restrictive living situations, unemployment, and general lack of transportation. “Idle time" must be replaced by **empowered recreation time"** by allocating resources to leisure programs and services.
10. Measures must be taken to assure **protection and prevention** of illness, injury, and disability during recreation. Use the individualized risk assessment to help keep people safe.
11. Recreation activities and programs respond to the participants’ needs in relation to needs
that are therapeutic and functional. Sometimes pure enjoyment or “escape” is a therapeutic benefit.

12. **Socialization and relationships** develop through recreation in associations, classes, clubs and societies, groups: informal, interest, self-help, small groups, organizations, and societies. Sometimes it seems that doing the recreation activity and **doing the recreation activity with someone** are equally important.

*Adapted from John Nesbitt (n.d.) "12 Principles ..." essential in serving people with disabilities in recreation programming. [http://globalvisionproject.org/TwelvePrinciples.htm]*

**Getting There**

What do direct support professionals do to support inclusive recreation activities? Develop your own set of standards and “walk the talk.” The following list will help get you started in developing these best practices:

- Involve the participant in the planning process.
- Adapt activities to enable the participant to participate to the fullest extent possible.
- Focus on the abilities and strengths of the participants.
- Encourage participation in a wide range of activities, including both individual and group activities.
- Use positive behavior support techniques to re-shape interruptive leisure behaviors.
- Participate in community recreation activities as much as possible.
- Use “people first” language and model it for others.
- Initiate a “Best Buddies” program to increase one-to-one inclusion in the community.
- Support participation in self-advocacy training such as “People First” and promote self-determination opportunities.
- Promote and model respect and “random acts of kindness.”
- Build community in the individual’s neighborhood or town by connecting people and facilitating friendships among peers with similar interests.
- Develop a resource network file with a list of community leaders who can connect or have information about the social happenings in the community.
- Utilize person-centered planning and implementation strategies. The person supported is the chief decision maker.

**Summary**

No matter where a person chooses to live or the extent of their disability, it is vital to support individuals in developing a quality of life that meets and promotes health, enjoyment, and leisure opportunities. An integral part of human development is healthy participation in a range of recreation activities of the individual’s own choosing. This entails support and learning in a variety of recreation and leisure opportunities. Through participation in community activities, people with ID can develop self-esteem, build self-confidence, expand their social networks, and
establish continued motivation. These are just a few ideas that will help stimulate staff creativity and assist in becoming familiar with the role of a leisure facilitator who functions similarly like a “job coach” only in the area of recreation.

Leisure skill development can take place in the home or community, depending on the nature of the recreation activity, the preferences of the individual, and the natural supports available. These experiences should coincide with the natural rhythms of life and patterns of participation by other community members. As people with disabilities use community resources, greater understanding and acceptance between people with and without disabilities will result. Remember that “people first” language is a must. Referring to individuals by their name defines them as a person with personal qualities and abilities just like anyone else, not as a person defined by a disability. In addition, the quality of life of both participants with and without disabilities will be enriched.
Lesson 3: Feedback Exercise

1. True  False  Each person has their own leisure preferences that should dictate how they initiate or choose new activities or experiences.

2. True  False  Leisure only includes activities that take place with other people.

3. True  False  Use the individualized risk assessment to help keep people safe in the recreation and leisure activities they select.

4. What are the benefits of inclusive recreation and leisure activities for individuals with intellectual disabilities?
   a. Expanded ________ of life-long leisure skills
   b. Increased opportunities for ________ and self-expression
   c. Improvements in physical and mental ________
   d. Enhanced ________ interaction and cooperation skills
   e. Improved social relationships and ________
   f. Development of ________ and interdependent leisure skills
   g. ________ skill development (i.e., social, communication, attention span, money skills)
   h. ________ in challenging behavior

5. Why do people with intellectual disabilities need support in recreation and leisure?

6. Using the ________ environment makes learning more relevant and helps individuals become more independent and self-sufficient.

7. ________ refers to any activity engaged in for the purpose of enjoyment and relaxation which may include a variety of activities such as: sedentary activity, sports, games, physical exercise, hobbies, and social activities.

8. What is the goal of inclusive recreation?

9. List at least four architectural modifications:
   a.
   b.
   c.
   d.

10. What are three ways that service providers can support recreation programs to become more inclusive?
    a.
    b.
    c.

11. A leisure coach is considered a ________ assist until the person learns how to participate.
12. _____ has been defined as that portion of one's free time not spent in an activity oblgated to someone else and includes the activities one engages in after work, school, and/or on the weekends, which are perceived as fun, relaxing, or rejuvenating in nature.
   a. Recreation
   b. Leisure
   c. Socialization
   d. All of the above

13. The term__________ refers to how one chooses to use his or her free time and recreation opportunities on a day-to-day basis.
   a. leisure lifestyle
   b. discrepancy analysis
   c. environmental analysis
   d. partial participation

14. For most individuals, becoming a part of a community and giving back to the community is one of the most important steps in developing self-worth and _______ ________ ________

15. The more _________ an individual has to enjoy and participate in community leisure, the more easily they will learn new leisure skills and discover choices available.

16. Why is it necessary to provide travel skill development activities for persons with intellectual disabilities?

17. Attending the leisure activities as a group may _______ (inhibit/increase) natural opportunities to meet and develop new friends.

18. Universal Principles of Recreation include:
   a. Every person with disability has the right to ________ in any recreation desired.
   b. People with disabilities have the same recreation _______ through adaptation and accommodation as other community members.
   c. Every recreation activity can be ________, ________, or ________ to be feasible for a person with any disability. People with disabilities and recreation providers may need support from the direct support professional in making adaptations and accommodations.
   d. Every person with a disability should experience recreation _______. Success in recreation is what draws a person back. Achievement isn’t ________ the game or other competitive activity. It can be defined as enjoyment, fun, satisfaction, and happiness.
   e. Recreation programming fosters ________ from dependence and isolation to independence, integration, and association.
   f. Recreation activities and programs should respond to the desire for ________ and ________ experience based on the participant’s age and sex, community, cultural-ethnic background, education, socio-economic situation, and other pertinent factors.
   g. Recreation activities and programs should respond to ________. There should never be
a presumption that a particular play or recreation activity "suits" everyone with a particular disability!

h. Every person can benefit from recreation _______. Participation in a recreation activity such as attending a ballgame gives a person an hour or two of joyful experience. Leisure education, (i.e., helping a person learn about a new pastime or hobby; developing social skills) opens the door to a lifetime of recreation.

i. Idle time has been forced on people with disabilities because of restrictive living situations, unemployment, and general lack of transportation. "Idle time" must be replaced by "_______ recreation time" by allocating resources to leisure programs and services.

j. Measures must be taken to assure _______ and prevention of illness, injury, and disability during recreation. Recreation activities and programs respond to the participants’ needs in relation to needs that are therapeutic and _______. Sometimes pure enjoyment or “escape” is a therapeutic benefit.

k. Socialization and _______ develop through recreation in associations, classes, clubs societies, and groups: informal, interest, self-help, small groups, organizations, and societies. Sometimes it seems that doing the recreation activity and doing the recreation activity with someone are equally important.

19. What can direct support professionals do to support inclusive recreation activities?
   a.
   b.
   c.
   d.
   e.
   f.
   g.
   h.
   i.
   j.
   k.
   l.
   m.

20. Recreation experiences should coincide with the natural _______ of life and patterns of _________ by other community members.
Lesson 4: Assessing and Expanding Leisure Options

Objectives:

As a result of this lesson the learner will be able to:

- Support individuals with ID to explore and adopt new leisure and recreation experiences
- Expand opportunities and avoid limiting recreation experiences to those that are familiar
- Look for community resources and think about how they might match the preferences of the people supported
- Individualize leisure supports that will support individuals in attaining their personal outcomes
- Assess leisure preferences of individuals of all abilities
- Support a balanced leisure lifestyle to maximize the benefits of a diverse leisure lifestyle

By definition, leisure activities are chosen by the individual and may include a variety of experiences from quiet activities a person engages in by themselves to group or social events. The goal of this lesson is to encourage direct support professionals to think about how they might best support individuals with ID to explore and adopt new leisure and recreation experiences. Several different approaches are discussed. The goal of each is to expand opportunities and avoid limiting recreation experiences to those that are familiar. Look for resources in your community and think about how they might match the preferences of the people you support.

Individualized Leisure Supports

Assessment of leisure interests and competencies should be completed throughout the lifespan of a person with ID. Developing an individualized leisure support plan is most effective if it is tailored to the preferences of the individual. Skill development and support planning is much more likely to be successful if we have a good idea of what the person is able to do now as well as what is needed to be successful in the desired environment. Direct support professionals can then provide support for leisure activities that will assist individuals in attaining their personal outcomes.

To learn about the total leisure abilities and support needs of an individual, assessment information may be collected from a variety of sources. Participants themselves, family members, direct support professionals, peers, friends, supervisors, and related service personnel can all contribute unique perspectives about an individual's leisure preferences, strengths, and abilities. When conducting a leisure assessment, information may be gathered regarding the following areas:

- Desired leisure outcomes
- Recreation interests
- Leisure awareness
Assessments collect information on a person’s abilities, health status, family background, and interests. Each participant should be assessed individually. Assessments should focus on abilities, potential, and preferences rather than the lack of skills or functional limitations.

**Individual Preference Assessments**

Unless the person has an opportunity to freely choose the activity in which to participate, the genuine concept of leisure cannot be realized (Dattilo & Barnett, 1985). Activities such as bowling, swimming, and arts and crafts are frequently provided because they are convenient or familiar to direct support professionals. However, participation in only these activities limits individuals' opportunities. Sampling a variety of activities is a critical aspect of leisure assessments.

If an individual is not able to verbally communicate his or her leisure preferences easily, or is unaware of a range of recreation activities, the use of direct behavioral observation can be extremely helpful (Schleien, Green, & Heyne, 1993; Cofield -Van Dyke, 2008). During the presentation of various activities, the participant’s interaction is recorded. The following types of behavioral observations help target the person’s interests and preferences:

- Facial expressions such as increased smiling, increased attention and concentration, or displeasure with the materials.
- Responsiveness or initiation in certain activities, objects or materials (i.e., approaching, reaching for, discarding, touching, or manipulating objects.)
- Duration of eye contact with materials or during different elements of the activity.
- Level of involvement (time and energy invested) in activity, interaction with or manipulation of the materials and duration of active engagement in the activity.

Here is a sample data sheet for collecting information about the person’s response to a particular activity (Cofield-Van Dyke, 2008). Participation on this sample form is documented with the following symbols: the plus sign (+) indicates active attention and involvement. The zero (0) means avoidance or refusal. The (/) slash means partial cooperation and response. The data sheet provides several observations of the same activity because some people reject any new activity and become willing to engage only after repeated observations of others and opportunities to participate. The “Narrative” section is used to describe the person’s response to the activity. Descriptive adjectives (i.e., animated, apathetic, ignored, strained, laughed, enthusiastic, mobile) help the support team interpret the symbols and level of participation.
## Activity: ________

<table>
<thead>
<tr>
<th>Date</th>
<th>Awake/Alert/Involved</th>
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<tr>
<td></td>
<td>Yes (+) No (0) Partial( /)</td>
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<td></td>
<td>Participation</td>
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<td>Watching Others</td>
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<td>Emotional/Affective Response</td>
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<td>Grasping, touching</td>
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<td>Accepted (+) Declined (0); Partial ( /)</td>
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<td></td>
<td>Narrative</td>
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</table>

The data and narrative help describe the person’s preferences as well as their skill level or independence in the activity. This information helps guide the team in supporting the person to identify their leisure goals and needed supports. Those activities in which the participant expressed the greatest interest are compiled into “menu” or list of recreation options.

Depending on the communication skills of the participant, this "menu” may be in the form of a display of games in a recreation cabinet; it may be in the form of pictures of recreation activities in a notebook; or it may be presented as a question. For example, "Would you like to ride your bike, call a friend to go for a walk, or work out at the YMCA”

### Other Assessments

In addition to assessing the person’s preferences, a functional leisure assessment generally measures other factors that affect current or future leisure options:

- With whom the participant lives.
- Individual's current use of free time, current activities in which the individual engages and with whom.
- Ability of the individual to participate in recreation activities independently and with what types of adaptations.
- Attitudes toward recreation by the participant and those who share the household.
- Types of natural supports available.
- Nature of interaction between participant and others who live in the neighborhood or community. (i.e., friends, acquaintances other than staff, etc.)
- Available funds for fees, equipment, supplies.
- Special space, medical or transportation needs.
- Types of recreation activities available and the costs.
Finding a Balance

The benefits of recreation and leisure experiences listed in the previous lesson can be most fully realized when a person has a balanced leisure lifestyle. Balance is important in many aspects of life. Too much of anything (i.e., food, alcohol, television, sleep, or work) in general is not good. Balance is the key to quality of life.

The authors of *Leisure Works* curriculum (2002) suggest that individuals balance their leisure activities among these pairs of opposites. An example of each type of activity is also listed.

- **Inside**: Practicing putting on the carpet, watching golf on television
- **Outside**: Playing golf or practicing on the putting green
- **At home**: Painting
- **Community**: Volunteering at an art museum or taking an art class
- **By myself**: Photography
- **With others**: Participating in a photography club
- **High energy**: Dancing
- **Low energy**: Watching “Dancing with the Stars”

There are a lot of reasons why it is important to incorporate activities in each opposite category.

**Inside and Outside**: We need some “inside” leisure activities because there are times when we can’t be outside. The weather, time of day, availability of needed supports all might limit access to outdoor activities. But staying inside all the time would be very boring. Outdoor activities can be inexpensive and help promote physical fitness.

**At home and In the community**: Most of us spend a lot of time in our homes, so leisure activities that can be done at home are critical. There are no transportation barriers, fees, and these activities often don’t require a recreation partner. Some may require an initial investment, but provide hours of fun with little added costs. Hobbies can give us a way to earn extra income, demonstrate our creativity, and have something to talk about the next time we are with friends. Opportunities outside our homes give us stimulation, opportunities to meet new people and develop relationships around shared interests.

**Alone and With others**: Most people, other than mothers of very small children, have periods of time when they are
alone. Recreation activities can provide a meaningful way to fill the time and provide opportunities to develop creativity. Benefits of shared experiences with others include but are not limited to increased social capital and relationships.

**High energy and Low energy**: High energy activities can provide needed outlets for physical exercise and improvements in mental, emotional and physical health. Low energy activities are needed to help one relax before bedtime and recover from a busy work day.

**Exercise**: Think about a person you support. Make a list of all the recreation and leisure activities they participated in last week. For each activity mark one of the boxes in the pair of opposites. Add up each column and write in the totals. Is their leisure balanced? Does the person have a variety of leisure options including both: inside and outside; at home and in the community; by him or herself and with others; and both high and low energy activities? What opportunities could you provide to bring more balance to their leisure lifestyle?

<table>
<thead>
<tr>
<th>Leisure Activities</th>
<th>Inside</th>
<th>Outside</th>
<th>At Home</th>
<th>Other Places</th>
<th>By Self</th>
<th>With Others</th>
<th>High Energy</th>
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**Expanding Options**

Another person-centered approach is to thoughtfully consider and, if necessary, support the person to explore or participate in a wider range of options. *Leisure Work’s (2002) “Magic Box” approach uses seven categories or “magic boxes” with many examples of activities within each category. The curriculum includes a workbook and DVD lessons designed to support people*
with ID to think about expanding their leisure interests using the “Opposites” and “Magic Box” activities. See the resource section (Appendix E) for more information on Leisure Works.

<table>
<thead>
<tr>
<th>Category/Magic Box</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Caring             | • Walking the dog  
|                    | • Feeding the fish  
|                    | • Watering plants  
|                    | • Helping at the nursing home  
|                    | • Mowing the lawn  
|                    | • Collecting baseball cards  
|                    | • Shoveling snow for neighbor  |
| Learning           | • Taking a scrapbooking class  
|                    | • Joining a gardening club  
|                    | • Attending a lecture or meeting  
|                    | • Completing a crossword puzzle  
|                    | • Visiting a museum  
|                    | • Attending a storm tracker training  
|                    | • Taking a first aid class  |
| Sports and Games   | • Swimming  
|                    | • Frisbee golf  
|                    | • Yoga  
|                    | • Ping pong  
|                    | • Weight training  
|                    | • Bike riding  
|                    | • Hiking  
|                    | • Dodge ball  
|                    | • Card games  
|                    | • Dancing  |
| Socializing        | • Dating  
|                    | • Sending email  
|                    | • Posting on Facebook  
|                    | • Going out to eat  
|                    | • Hosting a Super Bowl party  
|                    | • Joining the Lions Club  
|                    | • Attending worship services  
|                    | • Attending a party  |
| Creating           | • Decorating a cake  
|                    | • Making sugar cookies  
|                    | • Acting in a play  
|                    | • Singing  
|                    | • Embroidering dish towels  
|                    | • Making pot holders  
|                    | • Woodworking  
|                    | • Making jewelry  |
| Trips and Outings  | • Taking a vacation  
|                    | • Taking a day trip to a park  
|                    | • Going to a concert or play  
|                    | • Taking a drive to enjoy the fall colors  
|                    | • Watching a parade  
|                    | • Going to a casino  
|                    | • Going to a ballgame  
|                    | • Shopping  |
| Entertainment      | • Watching TV or a DVD  
|                    | • Listening to music  
|                    | • Books on tape  
|                    | • Looking at magazines  
|                    | • Surfing the web  |

**Lifetime Recreation Planner**

The *Guide for Lifetime Recreation Planner* (See Appendix C) is another way to assist people with disabilities and their teams in planning and pursuing a meaningful leisure lifestyle. The tool includes the following sections:
1. Recreation Enjoyed – Participant checks the recreation activities he or she enjoys the most
2. Recreation Budget – Estimate current cost and future costs for recreation activities
3. Recreation Barriers – A tool to identify personal, financial, program, skill, support and other barriers to recreation and systematic way to address them
4. Recreation Options Checklist – Comprehensive list of recreation options
5. Recreation Benefits, Joys, Satisfactions – Participant identifies benefits he/she hopes to attain through recreation
6. Recreation Skills and Experience – Participant rates current and desired skill level and a plan for gaining desired skills and experiences
7. Recreation Events – Looks at annual celebrations – personal, community, national, religious
8. Recreation Calendar – Uses previous planners to plan for the next 12 months
9. Recreation Computer Checklist – Computer/internet users classify equipment and skills
10. Recreation, Social, Friends, Co-Recreationists – Use to identify the social dimension of recreation life

Summary

Each of these tools should help guide the person’s team to new ideas for leisure and recreation experiences. As ideas formulate, help the person determine whether the proposed recreation experience will help him or her to have a more balanced leisure lifestyle and will it support the leisure outcomes that the person desires (i.e. socialization, fitness, relaxation, learning, caring, creating, and entertainment)? If so, what resources will be required to make the opportunity a reality?

Accurate leisure assessments are the basis for successful recreation and leisure programs. The tool utilized is not as important as the information that can be gathered from the assessment. The key to developing effective leisure assessments is to emphasize individuality, abilities, functionality, and preferences. Preparing the individual for the assessment process is vital to assure that the person feels a part of and understands the process, and how it will benefit them.
Lesson 4: Feedback Questions

1. Skill development and support planning is much more likely to be successful if we have a good idea of what the person is able to do _______ as well as what is needed to be successful in the _______ environment.

2. Assessments should focus on ________, ________, and ________ rather than the lack of skills or functional limitations.

3. True   False  Unless the person has an opportunity to freely choose the activity in which to participate, the genuine concept of leisure cannot be realized.

4. True   False  The key to developing effective leisure assessments is to emphasize individuality, abilities, functionality, and preferences.

5. True   False  Assessment of leisure interests and competencies should be completed throughout the lifespan of a person with ID.

6. Why is it important to use leisure assessments?

7. Who are possible sources of information for a leisure assessment?

8. What kinds of information should be considered in conducting a leisure assessment?

9. How would you assess the leisure preferences of people who cannot verbally tell you what their leisure preferences are?

10. Think about a person you support. Give one example of each of the following types of leisure activities that the person does or might like:

    Name of the person______________

    Inside:
    Outside:

    At home:
    Community:

    By myself:
    With others:

    High energy:
    Low energy:
11. Explain why it is important to incorporate activities in each opposite category in number 10?
   a. Inside/Outside:
   b. At home/In the community
   c. Alone/With others
   d. High/Low energy

12. True   False  Person-Centered recreation supports encourage the individual to explore or participate in a wider range of options.

13. True   False  Balance is the key to quality of life.

14. What is the purpose of tools such as the Opposites, Magic Box, and Lifetime Recreation Planners?

15. Which of these three tools in question 14 do you think would be the most appropriate to use for a person you support and why?

16. Use the magic box categories to examine your own leisure lifestyle. Are there any categories in which you do not participate? Are there a lot more in some categories than others? What would you recommend to balance your leisure lifestyle?

17. What leisure lifestyle factors are considered in the Lifetime Recreation Planner?
Lesson 5: Activity & Equipment Selection

Objectives:

As a result of this lesson the learner will be able to:

- Select recreation activities that match a person’s preferences and goals.
- List and explain criteria for selecting recreation experiences.
- Select activities that are chronologically age-appropriate.
- Match the needed equipment and supplies to an individual and his/her activities.
- Plan for factors such as age-appropriateness, functionality, cost effectiveness, environmental aspects, individualization, and safety when selecting equipment for recreation experiences.

Choosing Recreation Activities

Supporting people with ID to expand their leisure interests to achieve a balanced leisure lifestyle takes thought and planning. It’s more than checking the paper in the morning for a list of events taking place in one’s neighborhood and community and then making a choice about what to do today. Expanding leisure lifestyles requires: identifying the person’s leisure preferences and selecting opportunities that match the person’s preferences and the goals he/she wants to accomplish. For example, each of the following leisure goals will require a different path and a unique set of supports and experiences:

- Does the person want to spend more time outside and improve his/her fitness level?
- Is the person interested in meeting people and expanding his/her relationships through leisure activities?
- Is the person looking for a hobby that he/she can enjoy during the winter when he/she is not able to be outside as frequently?
- Is the person looking for an activity that helps him/her unwind after a busy day?

Criteria for Leisure Experiences

Goal attainment requires planning and preparation. Most goals are attained through a sequence of steps, with one building on the other. Sometimes we find that the path taken toward a goal is a dead end. We have to back up and try a new approach. The same is true in supporting leisure growth. Through careful planning with the person, attention to the person’s response to various activities, and post activities that include discussing what the person liked or didn’t like, direct support professionals help assure that the person will reach his or her leisure goal.

The following seven elements are adapted from the Global Vision Project’s criteria for selecting recreation experiences. Keep in mind that a specific leisure activity might not include all seven elements. However, each person’s leisure lifestyle should include experiences that when grouped together include all of these elements.
Goal: Recreation activities should be goal oriented. No one can achieve a goal unless they have a goal. Goals don’t have to be “winning” or “being the best”. “Trying” and “having fun” are very worthy goals for recreation. The goal should be meaningful to the person participating in the activity.

The participant starts out thinking and saying, "I want to______"
- ... be a champion
- ... do my best
- ... do that at least once
- ... get recognition from doing that
- ... get the enjoyment of doing that
- ... give it a try
- ... have fun
- ... laugh out loud
- ... learn that
- ... make one of those
- ... win
- ... show I can do that

At the close of the recreation activity the participant should have a sense of achieving a goal or goals.

Social: Recreation activities should have a strong social component. The recreation might be performed with a stable group of friends and acquaintances. Even when the recreation activity is a solitary hobby -- drawing or wood working -- there may be clubs or groups where he/she can share experiences, display creations, and make friends. These social experiences may lead to lasting friendships and relationships.

Importance: Recreation activity should be important. It should have meaning to the individual participants and to the group. The most exciting recreation activity in your community is not important if it doesn’t have meaning for the person who is participating. However, be careful to not give up too soon. Sometime the first experience is only partially successful. If it is a new activity, try to prepare the person for what to expect and watch for signals that indicate interest during the activity. Support the person in deciding if he/she wants to try it again.

Optimism: Recreation works when people are positive. Positive recreation experiences are those in which the participant looks forward in anticipation of the event; enjoys while the event is occurring, and shares pleasant memories following the experience.

New Experience: Recreation activities provide avenues to a new experience. The experience might be new people in the group, or some changes in and among the group. The new experience might be a new subject, or use of a new art medium, or the introduction of new equipment or materials. "Something New" should be part of the planning and the evaluation of the activity.

Physical: Physical movement should be incorporated into recreation whenever and however possible and no matter how little. The physical component of recreation can be
low energy - laughing, light exercise, moving about, stretching, or walking. The physical component can be a fun, invigorating part of the recreation activity. Even if the recreation activity is sedentary, a "stretch break" or a little "get the blood flowing" movement will enhance the activity.

**Happiness:** Recreations activity should serve to allow, evoke, and further the expression of people's basic happiness. Satisfaction, stability, optimism, relationships, and joy are the human condition.

**Activity Selection Guidelines**

In addition to the seven elements identified by the Global Vision Project, the following factors should be considered when selecting activities as options for expanding leisure options:

**Chronological age appropriateness** addresses whether people the same age without disabilities engage in the same activity. Selecting activities that are chronologically age-appropriate is particularly important for social acceptance among peer groups. Unfortunately, one may still find adults with ID playing with dolls, busy boxes, or preschool puzzles. This may often result in stigmatized or public isolation or separation from the group. To avoid these outcomes, it is important to support participation activities that can be adapted and enjoyed throughout the life span. Examples may include plant care, playing a musical instrument, gardening, walking or jogging, biking, cooking, woodworking, painting, dancing, photography, and exercising at a neighborhood recreation or fitness center.

**Individualization** considers the adaptability of the activity to meet an individual's current and changing needs. Will the activity promote learning increasingly complex skills? Is the activity motivating for the participant? Do the features of this activity match the individual's preferences related to activity level, noise, etc.?

**Environmental aspects** relate to the characteristics and availability of the recreation materials, such as durability, safety, noise level, and space requirements. Is the equipment sturdy enough to be used safely by this person during learning and ongoing use? Does the person have room to store the equipment when it isn’t being used? Will the noise level be tolerated by the user and others? Can the individual borrow needed equipment from a friend or a recreation center?

**Physical aspects** are related to the ease of access for an individual who may need special physical consideration.

**Transportation** refers to the need for support in getting to the activity or finding a ride to the event and getting home.
**Class fees and memberships** can be expensive. Discounts or cooperative agreements with recreation agencies may have to be explored by supervisors.

**Frequency** is an important aspect when considering new activities to expand leisure lifestyle choices. Many people with intellectual disabilities will need a number of opportunities to practice a new activity to gain the skills necessary to be successful. Therefore the person’s leisure menu should include several options that are easily accessible and frequently occur.

**Equipment Selection Factors:**

Factors in selecting appropriate recreation equipment must be weighed carefully to insure an enjoyable and successful experience for the participant. Matching the needed equipment and supplies to an individual and their activities requires careful planning. Equipment costs need to be within participant's budget.

**Age-Appropriate and Functional:** Selecting chronologically age-appropriate recreation materials for individuals with severe disabilities may present a challenge but this critical concept applies to all recreation supplies and equipment. Adaptations and instruction will enhance participation.

**Promote Participation:** Some people need adaptive equipment to use electronic equipment, such as activating a CD player or electronic device. Adaptive switches or levers can be attached to any object that runs by electricity. They can be purchased from electronics stores such as Radio Shack. These switches can be operated with a puff of air, foot, head, or finger. Adaptations such as buzzers, bells, push buttons, pull switches, and weight bearing switches can make electronic recreation devices more accessible to individuals who have limited motor skills.

**Design, Durability, and Manageability:** For people who have difficulty with eye-hand coordination, the size of the knobs on leisure and recreation tools may be an important consideration. Simple modifications like building up the handles and controllers or purchasing special gripping gloves that assist the wearer in holding a piece of equipment (racket, paddle) can be the key to participation for some individuals. For a person with poor muscle control it would be important that durable supplies (e.g., books, music) be selected in the event equipment is dropped. If storage is a concern in the individual's home, then equipment size would be a factor to think about. Versatility in use is also important in relation to whether or not the item can be used indoors or outdoors. Observations will allow staff to assess the usefulness of any adaptive device.

**Auditory and Visual Conditions:** Research has shown that many people with significant ID particularly respond to games and materials that provide visual and auditory
stimulation (Schleien, Meyer, Heyne, & Biel-Brandt, 1994). Equipment that emits such stimuli as sounds, signals, movements, flashing lights, and tactile sensations tend to be intrinsically reinforcing, thus encouraging participation and learning. Examples of these materials include: video games, Simon, pinball, target games, CD players, and musical instruments. These systems may also be connected to infrared transmitters that automatically turn on when someone enters the room.

**Safety:** Consideration of safety factors of equipment, supplies, and facilities is critical. Checking for safety features before utilizing equipment and supplies insures a safe and enjoyable experience. Ease of physical accessibility to all recreation facilities should be assessed before the first trip to a new recreation program. If an individual has a history of seizures, then guard rails, seat belts, and similar items should be checked for availability and correct working order. Caution should be exercised around water activities. Staff need to ensure availability of lifeguards and/or life-saving equipment. Refer to the individual’s risk assessment for specific information about safety considerations specific to that person.

**Cost:** A high percentage of people with disabilities live on fixed incomes with little or no money to spend on leisure or transportation. Being creative and obtaining donations from craft shops and other retail merchants may bring in additional supplies or volunteers. Preparing a list of needed items and circulating it among staff and family members may also prove to be fruitful in acquiring supplies and equipment. Local departments of social services and rehabilitation services may be helpful in gaining financial assistance in purchasing adaptive equipment or transportation.

**Summary**

Planning recreation and leisure activities requires specific consideration for equipment and supplies. Generally, recreation facilitators must plan for factors such as age-appropriateness, functionality, cost effectiveness, manageability, durability, capacity to reinforce participation and learning, design, and safety before initiating a program. Resourcefulness is the key attribute of effective staff in acquiring needed equipment and supplies.
Lesson 5: Feedback Exercises

1. Expanding leisure lifestyles requires: identifying the person’s leisure preferences and selecting opportunities that match the person’s ____________ and the ____________ he/she wants to accomplish.

2. Selecting activities that are chronologically age-appropriate is particularly important for social ____________ among peer groups.

3. List five examples of leisure experiences that can be enjoyed throughout the life span:
   a.  
   b.  
   c.  
   d.  
   e.  

4. Goal attainment requires ____________ and ____________.

5. What are some post activities that support the development of a meaningful leisure lifestyle?

6. True False Every leisure activity must meet all seven Global Visions criteria of leisure experiences.

7. True False No one can achieve a goal unless they have a goal.

8. Goals should have meaning for ________________________________.

9. Which of the following are worthy goals for recreation and leisure activities?
   a. Trying a new activity
   b. Winning
   c. Having fun
   d. All of the above

10. True False The most exciting recreation activity in your community is not important if it doesn’t have meaning for the person who is participating.

11. True False One less than satisfying experience with a specific activity should rule it out from being considered in the future.

12. Why is it important to include recreation activities that can be frequently used during an individual’s daily routine and that naturally occur across environments?
13. Physical __________ should be incorporated into recreation whenever and however possible and no matter how little.

14. True  False  Social components need to be included in the range of leisure experiences for individuals with intellectual disabilities.

15. How is individualization of a recreation activity evaluated?
   a. 
   b. 
   c. 
   d. 

16. Some people need __________ equipment to use electronic devices or recreation equipment

17. Many people with significant ID particularly respond to games and recreation material that provide __________ and __________ stimulation.

18. True  False  Adaptive switches or levers can be attached to any object that runs by electricity.

19. List three factors that direct support professionals should consider when selecting recreation equipment and supplies.
   a. 
   b. 
   c. 

Lesson 6: Hobbies

Objectives:

As a result of this lesson the learner will be able to:
- Explain the benefits of hobby activities
- Support individuals with intellectual disabilities explore and adopt a variety of hobby activities
- Identify community resources to support hobby interests
- List three ways to adapt a complex activity for a person with an intellectual disability
- Identify lead up activities for motivating a person to become interested in a new recreation activity

The key in expanding leisure options and developing a balanced leisure lifestyle is exposure and opportunity. Direct support professionals don’t need experience or a lot of information about hobbies to support a person who wants to develop a new hobby. They can learn from researching the topics along with the person who is interested. Some agencies conduct interest inventories of their staff to identify hobby and leisure interests. This activity can serve as a wealth of information about the range of activities and potential mentors for people who want to take up a new hobby.

A hobby is an activity that a person participates in for enjoyment and relaxation. The range of hobbies is limitless. Hobbies can be very affordable even for individuals with limited budgets. Hobbies for some people are professions for others. For example, a computer programmer might enjoy fishing as a hobby, but a commercial fisherman might like to play computer games as a hobby. Hobby activities provide an avenue for personal and educational growth across the lifespan. Hobbies often produce a product that can build self-esteem and a sense of pride in one's work. Finding community members who have an art skill and are willing to mentor others is an excellent way to provided inclusive learning opportunities, and in some instances may lead to a part-time job. Often the Chamber of Commerce has a list of clubs or organizations related to various interests.

Hobbies can also serve as a source of extra cash. For example many people like to quilt because they enjoy the activity and want to display them in their homes or give as gifts. However, people who don’t know how to quilt might purchase homemade quilts from individuals who quilt in their free time. Hobby fairs can be helpful for earning extra money. Products can be sold and money saved for social events or additional hobby materials. Ideas for group and individual projects can be found at flea markets, craft shows, bazaars, magazines, books, or taken from staff's own interests.
Collections

Collecting consists of acquiring items based on the collector’s specific interest. Collecting requires an extended and sustained interest in a particular type of material. It may deal with almost any subject. A few examples include collections of baseball caps, sports cards, CD’s, jewelry, dishes, stuffed animals, coins, comic books, old cans or bottles, dolls, cars, stamps, matchbooks, pictures, natural objects (e.g., rocks, shells, leaves) and anything that is of interest to a person.

Collecting can be an individual or group activity. An individual may start collecting because of a personal interest in “baseball cards” and later join or form a “Baseball Card” club to share the interest with other collectors. Flea markets and sports cards and collectable shows offer many opportunities to meet people who collect similar types of items. Collectors generally are very happy to share what they know with new collectors and answer questions and offer guidance. In addition, many collection based websites have been formed around different collectables. The Internet provides an opportunity for the collector to display his or her collection, sell part or all of one’s collection, and purchase additions to a collection.

Scrapbooks can be compiled on any topic that interests a person. They promote an individual's sense for the past and provide comforting memories. Discussions about collections and scrapbooks can increase awareness about the world and life. Scrapbooks give a person with communication limitations a way to “talk” about his hobby interests.

Another option is collecting experiences through observation, photography, or reading. Bird-watching, VW Bug spotting, or visiting places are examples.

Arts and Craft Activities

The more variety and choices an individual has to draw from, the less likely he or she will become bored during leisure time. Arts and crafts can often be a solitary activity after the person has learned how to use the materials and can provide hours of enjoyment. Examples of arts and crafts activities include: jewelry making, wood carving, sand sculpture, card making, wood refinishing, whittling soap or wood, leather work, and pottery. Additional ideas can be drawn from local art/craft shows and magazines.

Lead-up activities build interest and motivation to try the new experience. For example, if you were trying to interest a person to take a painting class, you might visit a museum to look at paintings, look at art magazines in the library, or watch a video about a famous painter or a special painting technique.

To adapt an art and craft activities for a person with ID, break down the activity into basic sequential steps. Some arts and crafts activities require very good fine motor coordination but
there are art and craft activities that can be completed by people of all abilities. Check the resource section of this manual for a variety of arts and crafts ideas for individuals of all abilities.

Some art and craft activities require the ability to follow instructions. However, directions for very complex tasks can be shared in ways that will accommodate significant intellectual or sensory disabilities. Consider using picture schedules, audio recorded directions, or modeling to support nonreaders in completing craft activities. Smart technology software for handheld devices or MP3 players are also effective ways to prompt step-by-step instructions. These technologies reduce the need for staff to be present whenever the individual wants to participate in a hobby activity. After developing the step by step instructions, they are recorded for playback on a tape recorder or MP3 player. Staff may need to assist the individual to learn how to play back the recorded directions and follow them step-by-step. Electronic handheld devices can be programmed to include pictures as well as voice recordings. Contact the Interactive Assistive Technology Project (IPAT) at (800) 895-4728 for more information on assistive technology supports for recreation and leisure activities. Additional information on breaking complex tasks into teachable steps is presented in Lesson 8 and in the *Achieving Personal Outcomes* module.

**Performing Arts**

Many hobbies involve performing, such as singing, acting, juggling, playing musical instruments, magic, dancing, and other performing arts. The quality of life benefits of creative outlets include creating an atmosphere of acceptance, trust, and opportunities for social interaction. For those with disabilities and those who communicate more easily without words, performing arts provide an opportunity for self-expression through the body.

Direct support professionals are sometimes reluctant to become actively involved in assisting people to develop these interests if they are not interested or feel inadequate about their own ability to perform. But the DSP doesn’t need to perform. Think of your role as a facilitator, one who supports participation. Finding inclusive opportunities, providing transportation, reinforcing the person’s attempts to express themselves may be all the support that is required. You don’t need to be an actor, artist or singer to support someone who might enjoy the opportunity.

Performing arts hold great potential for developing relationships and social connections through inclusive opportunities such as plays at the community theater, dance lessons at the YMCA, or singing in the choir. Lead-up activities for learning about performing arts opportunities include attending events as a spectator, meeting people who are involved in performing arts, and visiting the library to learn more about an area of interest. The resource section of this manual lists curricula that can be used to create interest in these performing arts and develop skills, but should not be substituted for participation in inclusive performing arts activities. *The Arts/Fitness Quality of Life Activities Program* (Clements, C. 1994) is a great resource for creative ideas for older adults with ID including those with dementia.
Nature Activities

Nature activities offer a variety of leisure pursuits and can provide opportunities for learning about nature, caring for the environment, creative outlets, opportunities for socialization, and physical fitness. Examples include: camping, hiking, bicycling, star gazing, observing clouds, meteorology, following the movements of planets, raising and breeding pets such as tropical fish or turtles, and gardening. Many of these activities (i.e. gardening, pet care) promote respect, responsibility, and sensitivity.

Nature activities can be adapted to almost any skill level and can have multiple benefits for participants. For example, gardening or raising potted flowers can increase self-esteem through growing fruits and vegetables and sharing or selling these to friends. For others, pulling weeds or hoeing can provide an outlet for hostility and aggression. Perhaps others may learn about plants and seeds and how they grow which could evolve into future employment at a greenhouse.

Reading

Reading is a common hobby for many adults. One of the great benefits of reading as a hobby is that it can be taken up and put down whenever a free moment presents itself. Assistive technology makes this hobby one that can be enjoyed by people with ID and low literacy. Books on tape are available at most libraries on a variety of topics. Also screen reading software online books, newspapers, magazines, and informational and recreational websites are now accessible by non-readers or people with low literacy. Converting text to MP3 audio files allows the person to listen to any printed text as many times as they want and in any environment where an MP3 players can be used. Some applications recommended by the University of Southern Mississippi’s TRIAD Project:

**Install Text2mp3** converts text to an MP3 audio file. Watch an online demo showing how it works @ [http://www.usm.edu/ids/triad/software/text2mp3_tng.wmv](http://www.usm.edu/ids/triad/software/text2mp3_tng.wmv) and download free @ [http://www.usm.edu/ids/triad/software/Install%20Text2mp3.exe](http://www.usm.edu/ids/triad/software/Install%20Text2mp3.exe)

**SpokenText** is a speech/audio converter. You can upload PDF, Word, plain text, PowerPoint files, and web pages, and convert them to speech automatically. The user can easily create audio recordings of any text content. There is a charge for this service. For more information, see this website: [http://www.spokentext.net/](http://www.spokentext.net/)

**Click-Speak** is an open source, freely available extension for the Firefox web browser which becomes a screen reader for any web page. CLiCk-Speak is designed for sighted users who want to have web pages read to them because of cognitive or literacy issues or to reduce eyestrain. See this webpage for instructions and free download: [http://clickspeak.clcworld.net/downloads.html](http://clickspeak.clcworld.net/downloads.html)
NonVisual Desktop Access (NVDA) Screen Reader is a free open source screen reader for Microsoft Windows. It reads anything on your screen out loud. It can be downloaded free at this website: http://www.nvda-project.org/wiki/Download

Games

A game is a recreational activity with a goal and a set of rules. What creates an enjoyable game varies from one individual to the next. Age, understanding (of the game), and personality are factors that determine what games a person enjoys. Games generally involve mental and/or physical stimulation. Many games help develop practical skills.

Begin with simpler games that rely primarily on luck. As the person shows more skill and interest, move up to games with more strategy. Direct support professionals needn’t worry if they have never played a particular game, learn while you play.

Volumes could be written about all of the types of games, tools, and rules. Since our space is limited, we will just review some general types of games to help stretch the imagination (Source http://en.wikipedia.org/wiki/Game).

- Single-player games - Jenga
- Lawn games - Bocce
- Dexterity/coordination games - Jacks
- Board games - Checkers
- Card Games - Phase 10 and UNO
- Dice Games - Yahtzee, Bunco
- Dominos and tile games
- Pencil and paper games - crossword puzzles, tic-tac-toe, Pictionary
- Guessing games – Charades, Catch Phrase
- Video games
- Role playing games

Summary

By expanding the individual's choices for recreational hobbies and providing the necessary support, staff can help enhance the person’s leisure lifestyles. Hobbies provide a source of enjoyment, relaxation, socialization opportunities, potential for new relationships with people with similar interests, increase in self-esteem and sense of pride, learning, and extra income. Direct support professionals need not be experienced or knowledgeable to support the development of these leisure pursuits. As a leisure coach the staff role is to provide lead up activities to motivate the person to try the new activity, locate community resources and opportunities, provide needed instruction and/or assistive technology solutions, and provide related supports such as transportation.
Lesson 6: Feedback Exercises

1. What benefits do hobby activities provide?

2. If staff don’t know very much about hobbies, how can they learn more?

3. What is the purpose of lead-up activities?

4. Give three examples of lead-up activities that might encourage one of the people you support to try a new hobby, art or craft, performing arts, or nature activity:
   New Activity: _______________
   Lead-up Activities:  
   a. _______________
   b. _______________
   c. _______________

5. What are three ways to adapt a complex art and craft activity for a person with an intellectual disability?
   a. 
   b. 
   c. 

6. True False Direct Support Professionals must enjoy performing arts and other hobbies in order to support people with intellectual disabilities to participate in these activities.

7. What benefits are possible through participation in performing arts?

8. What outcomes might result from creating scrapbooks?

9. Why is it important to include nature activities in recreation experiences?

10. True False Reading for pleasure is limited to people who are able to read or those who can afford expensive software packages.

11. Select a person you support and identify a hobby interest or one you might help them develop in five of the following categories:
   a. Collection
   b. Scrapbook
   c. Arts and Crafts
   d. Nature activities
   e. Reading
   f. Performing arts
   g. Games
Lesson 7: Sports & Physical Activities

Objectives:

As a result of this lesson the learner will be able to:

- List the benefits of physical activity to people with intellectual disabilities
- Describe additional barriers to fitness experienced by people with intellectual disabilities
- Assist individuals to set fitness goals
- Find materials to support fitness goals on the NCPAD website
- Identify how to support inclusive sports activities

Learning both individual and group physical activities and sports is a vital part of recreation and leisure training. Through fitness activities, people have the opportunity to improve physical health and to set goals for personal achievement. Regular structured physical activity has been shown to have these outcomes for people with ID:

- Improved health
- Reduction in negative behaviors
- Enhanced social behaviors
- Improved self-esteem

Sport activities provide opportunities to recreate with peers and develop positive sportsman attitudes. A thorough physical should be given before any individual joins into a new physical activity (NCAPD 2007).

Being physically active is one the most important steps that Americans of all ages can take improve their health. These recommendations are even more important for people with disabilities, since people with disabilities have a tendency to live less active lifestyles.

Barriers to Fitness for Individuals with Intellectual Disabilities

Motivation: Most fitness activities do not feel good at first. For someone who doesn’t understand what the “gain” might be from physical exercise, “no pain” seems like a better option.

Skill Development: A pushup is a hard skill for anyone to perform. But a typical adult is only limited by their shoulder strength. A person with an ID may require many lessons to coordinate the skills needed to perform a push up.

Opportunity: Fitness requires dedication. A minimum of three days per week is required and more (every day is best) if workouts are less strenuous. For most people with significant disabilities, this requires that someone else arrange or provide transportation.
Components of Health Related Fitness

The National Center on Physical Activity and Disability (NCPAD) (2007) identifies these five components of health related fitness which contribute to our overall physical well-being, ability to conduct daily activities, and resistance to disease:

- **Aerobic capacity** - the ability of the heart and lungs to provide blood flow to working muscles
- **Body composition** – amount of fat stored in the body, relative to muscle mass
- **Flexibility** – ability to move joints through their full range of motion
- **Muscular strength** – ability of muscles to do their work
- **Muscular endurance** – amount of work muscles can do over time

Principles for Improving Fitness

- **Aerobic capacity** - Exercise needs to be of moderate intensity for at least 20 minutes
- **Body composition** - Must burn more calories than consumed
- **Flexibility** – Stretching exercises should occur every day
- **Muscular strength** – Resistance training at high intensity with fewer number of repetitions (10 or less followed by a break)
- **Muscular endurance** – Low intensity for longer duration (jogging rather than sprinting)

The first step is increasing activity. Build activity into daily routines. Stretch while watching TV. Locate the exercise bike or treadmill in front of a television set. Identify what is reinforcing for the person and build it into the activity. The social aspect is a great motivator for reluctant exercisers. People of all ages and abilities are more likely to exercise when matched with a friend or family member. Some exercise studies of people with ID have found good success by setting the music or the TV to turn on when the correct speed is achieved on a treadmill.

Major Goals of a Fitness Program

NCPAD (2009) recommends the following goals:

1. The goal of a fitness program should be to expend 200 to 400 calories a day. Higher fit individuals should target the higher number (400 calories), and lower fit persons should aim for 200 calories a day and ultimately 300 calories after the first six months of training. The number of calories burned in an activity depends on the activity and the weight of the person exercising. For example. A woman who weighs 150 pounds will burn approximately 200 calories in 30 minutes of low impact aerobic exercise. She would burn almost twice that much exercising vigorously on a stationary bike. A man who weighs 300 pounds would burn almost 400 calories in 30 minutes of low impact aerobics
and 750 calories much exercising vigorously on a stationary bike for 30 minutes. For more information on calorie burning, check this website: http://www.healthdiscovery.net/links/calculators/calorie_calculator.htm

2. Use the 3-2-1 principle when developing a fitness program. One 60 minute exercise session per day should include 30 minutes of cardiovascular exercise, 20 minutes of strength, and 10 minutes of flexibility. See this website specific guidelines for cardio, strength, and flexibility exercises for individuals with ID: http://www.ncpad.org/disability/fact_sheet.php?sheet=117

3. A fitness program should include as much variety as possible. For example, on Monday, Wednesday, and Friday, include a 30 minute walk, weight lifting for 20 minutes and flexibility exercises for 10 minutes. These activities can be done at different times of the day (morning, afternoon, and evening). On Tuesday and Thursday, the schedule includes 15 minutes of stationary bike riding and a dance video for 15 minutes. Weekend activities include hiking in a local park, swimming during the summer months, or riding a bike (three wheeled bicycles are becoming more popular).

4. Set a goal for 60 minutes a day of physical activity. Break it into as many sessions as necessary to reach this goal: two 30-minute sessions (during lunch hour and before dinner), three 20-minute sessions (before each meal), four 15-minute sessions (before each meal and a mid-afternoon break). The goal is to achieve 30 to 60 minutes of physical activity per day.

5. A structured fitness program should always be approved by the person's physician. The more strenuous the exercise program, the greater the importance in having an extensive medical evaluation before starting the program.

SMART Personal Fitness Goals

In the Promoting Nutrition and Wellness for Persons with Developmental Disabilities module, the acronym SMART is used to support successful behavior changes in personal fitness programs. SMART goals are:

- **Specific**: “I will walk for 20+ minutes three times this week” instead of “I will exercise more this week.”
- **Measurable**: In order to evaluate how you are doing, you need some measure of your success. Miles. Minutes. Repetitions.
- **Attainable**: The goal should be something that is challenging but also within your ability to achieve.
- **Realistic**: Running a marathon in February if you have never run before isn’t likely. Know your limitations and be realistic about what you can accomplish.
- **Time bound**: Set a start date and a completion date. Then you can set another goal when you have accomplished the first one.
Sports

Keeping activities varied and fun is the key motivating factor. The NCPAD website http://www.ncpad.org/ has print resources and video clips on a variety of adaptive sports from yoga to water skiing. The site has many resources on physical fitness as it relates to the support needs of individuals with ID. Specific resources are available for supporting the fitness needs of adults and children with Cerebral Palsy, Intellectual Disabilities, Traumatic Brain Injury, Down syndrome, Alzheimer’s disease, Multiple Sclerosis, Autism, and others.

**Individual Sport Activities:** Individual activities require various levels of skills and are adaptable to people who can and cannot walk. Participants progress at their own speed. These basic skills include running, walking, stretching, and aerobic maneuvers. The activities for this level can be adapted into games and can be performed in a large room or gymnasium. Other individual activities include, camping, hiking, sailing, dancing, tubing, horseback riding and darts. Many videos such as tai chi, martial arts, yoga, golf, fishing, aerobics/water aerobics, and relaxation or stress techniques can be rented or purchased to support learning individual sport activities.

**Group Activities:** Group activities require essentially the same hand and motor skills as the previous level, but in a group setting. The object of these activities is to develop cooperation rather than competition. Group size can range from two to fifteen. Examples of group sports are: horseshoes, or bocce ball, shuffleboard or any of those listed under “individual” when completed in a group. Be creative and flexible when adapting rules for group activities to insure that all participants can be involved to their fullest potential. City and County Park and Recreation Departments often have group activities and summer camps for children and young adults in which individuals with disabilities can easily be included. Staff can assist these agencies by providing suggestions for promoting successful inclusion and supporting the individual while attending the activity.

**Competitive Sports:** Typical individual competitive sports activities include: fishing, skiing or ski-boarding, snow sailing, bicycling, tennis, canoeing, and archery. Other examples of individual competitive sports include: jogging, bowling, frisbee, tennis, racquetball, track and field events, swimming, billiards, ping-pong, roller/ice skating, and gymnastics. Consistent repetition is necessary to build skills in this area and to strengthen specific muscle groups that lead to success.

Competitive sports have opportunities for learning about winning and being a supportive loser. This concept may be difficult for some individuals to understand. Direct support professionals need to demonstrate and model good sportsmanship at all times. A low emphasis on winning and a high emphasis on participation is recommended for all athletes. Developing the attitude of "good sportsmanship" is an essential ingredient of training at this level. Key ingredients for “good” sportsmanship include a positive regard towards others, respect for the rules and courtesy towards the officials, or other
competitors/teams and understanding of an appropriate expression of frustration and disagreement.

**Team sports** develop the ability to work with a group toward reaching a common goal. Loyalty and dependence on others are fostered in a team atmosphere. Team sports include: ice hockey, field hockey, soccer, basketball, softball, and volleyball. Adventure courses and nature courses can be found across the state in national, state, or local parks, and usually is free of charge. Some sports can be practiced indoors and outdoors as well. Some faith communities allow groups to utilize gymnasium facilities for no cost. When supporting people to enroll in team sports activities, it is important for staff to identify the skills and areas of support needed to ensure that everyone is a participating member. Modifications or adaptations can be implemented, as necessary for individual needs when in a community group.

Learning sports in inclusive settings increases the opportunity for fostering relationships and social skill development. Proactive staff and agencies will look for opportunities for individuals with disabilities to compete on inclusive teams. Using the concept of partial participation (see Lesson 8) and appropriate staff and equipment supports, both individuals with disabilities and typical athletes can benefit from inclusive sports activities.

**Special Olympics**

Special Olympics is a physical fitness, recreation, and sports program for persons with ID in more than 160 countries worldwide. Its mission is to provide year-round training and athletic competition in 30 Olympic-type summer and winter sports. Special Olympics provides continuing opportunities to develop physical fitness skills; prepare for entry into school and community sports programs; express courage; experience joy; and participate in the sharing of gifts (talents), skills, and friendship with families, other Special Olympics athletes, and the community. More than 1,400 athletes and 3,000+ volunteers participate in North Dakota.

To be eligible to participate in Special Olympics, an athlete must be at least eight years old and identified by an agency or professional as having one of the following conditions: mental retardation, cognitive delays as measured by formal assessment, or significant learning or vocational problems due to cognitive delay that require, or have required, specially-designed instruction.

**Special Olympics North Dakota (SOND)** provides year-round training and competition in 15 official sports: soccer, bocce, bowling, basketball, down-hill and cross-country skiing, figure and speed skating, team handball, snow shoeing, swimming, gymnastics, power lifting, volleyball and track and field. Unified competition is offered in the sports of bocce, team handball, soccer, and volleyball. Unified Sports® combine people with and without ID on the same team.

Competitions are conducted on six levels: local, area, district, state, national and World Games. Athletes are required to compete minimally in one area or district competition prior to advancing to state-level competition. World Games are conducted every two years, alternating between winter and summer games. Athletes in Special Olympics must train and compete in an eight to
ten-week training program designed to increase physical fitness, sports skills, and knowledge of rules and regulations.

Additional information can be obtained from the North Dakota Office located at 2616 South 26th St., Grand Forks, North Dakota 58201. (701-746-0331)

Summary

Sports activities comprise a multitude of recreation and leisure pursuits. Often participation is a matter of adapting activities to meet the individual support needs of each participant. Initiating fitness training and sports activities for individuals with disabilities may involve the use of volunteers or recreation coaches. The importance of attitudes displayed regarding sportsmanship and team cooperation is essential. Learning physical skill competencies and motor coordination may be critical for some competitive sports. Both emotional and physical growth can be fostered through participation in sports. Relationships developed within the community are one of the greatest benefits of participating in inclusive sports activities.
Lesson 7: Feedback Exercises

1. What are the benefits of structured physical activity?
   a.
   b.
   c.
   d.

2. Being physically active is one the most important steps that Americans of all ages can take to improve their _____________.

3. What are three barriers to fitness activities for people with intellectual disabilities?
   a.
   b.
   c.

4. How is aerobic capacity improved?

5. Body composition is improved by burning ___________ calories than a person consumes.

6. How often should stretching exercises occur?

7. True  False  Muscular strength and endurance both enhanced by resistance training at high intensity with fewer number of repetitions.

8. The goal of a fitness program should be to expend _____ to _____ calories a day.

9. True  False  People who weigh more will burn more calories doing the same activity as someone who weighs less.

10. A 1-hour exercise session per day should include _____ minutes of cardiovascular exercise, _____ minutes of strength, and _____ minutes of flexibility.

11. True  False  Fitness programs should include as much variety as possible.

12. True  False  Fitness goals should be challenging but within the person’s ability to achieve.

13. What website is mentioned in the module as a good place to look for adapted fitness and sport activities for people with disabilities?

14. The object of group sport activities is to develop ______________ rather than competition.
15. List 4 benefits of participating in competitive sport activities?
   a. 
   b. 
   c. 
   d. 

16. List 2 traits that are developed through team sport activities?
   a. 
   b. 

17. A low emphasis on ________ and a high emphasis on __________ is recommended for all athletes.

18. True  False  Adapting rules for group activities helps insure that all participants can be involved to their fullest potentials.

19. True  False  Learning sports in segregated settings increases opportunity for fostering relationships and social skill development.
Lesson 8: Putting it All Together

Objectives

As a result of this lesson the learner will be able to:

- Support participation in community activities and leisure pursuits
- Define partial participation
- Complete an environmental and discrepancy analysis
- Develop a task analysis
- Implement positive behavior supports that support community involvement and leisure activities
- Document community involvement and leisure pursuits
- Provide appropriate prompts during skill development

The previous lessons have provided a foundation for community connections and the provision of leisure supports for adults with ID. This lesson will provide guidelines and suggestions for the actual planning and implementation of goals and objectives aimed at expanding the person’s community connections and leisure options. This lesson should be used to complement the modules on Team Planning and Achieving Personal Outcomes – Implementing the Person-Centered Plan.

Planning and Implementation

Planning is vital to the success of expanding community connections and leisure pursuits. Since other modules in the Community Staff Training Program (Team Planning and Achieving Personal Outcomes) are devoted to designing support plans, the following outline is a suggested approach for supporting leisure and recreation outcomes during the planning process.

1. Determine the participant's preferences through individualized assessment
2. Brainstorm activities that will support attainment of individualized outcomes
3. Identify what the person will need for transportation, equipment, supplies, adaptations, fees, level of assistance, etc., for various activities*
4. Conduct an environmental analysis of selected activities and prioritize which activities the person wants to try first
5. Implement supports and instruction as needed based on the environmental and task analysis.
6. Obtain feedback regarding participation from appropriate people (participant, friend, instructor, family member)
7. Evaluate the outcomes of participation

*Note: For some individuals, the direct support professional will provide most of the support in Step 3 including arranging or providing for transportation. For other individuals, learning how to use public transportation to access their favorite community event will be their main learning
The level of support staff provide initially should be what is needed that will ensure that the person can access community events and leisure opportunities NOW. That may mean that direct support professionals take some responsibility for scheduling activities, transportation, and other supports initially. The goal, however, is that the person will be able to participate with natural supports. The plan should be developed with this goal in mind - increasing community activities and leisure pursuits that will depend as little as possible on staff availability and assistance.

**Assessment of Preferences**

Information on individualized assessments, preference assessments, and activity selection guidelines for use in planning inclusive community opportunities are presented in previous lessons (2, 4, 5). When assisting individuals in selecting activities, it is important they choose activities that interest them and match their preferences. For example, a person who enjoys physical activity and enjoys social interaction may choose to enroll in an aerobics, yoga, or karate class, or decide to work out regularly in the weight room at a community recreation center. By choosing activities that match a participant's interests and aptitudes, the participant is likely to have an enjoyable and meaningful experience, and people without disabilities will have opportunities to learn about and interact with the participant.

**Environmental Analysis**

An environmental analysis enables the team to systematically and comprehensively facilitate the inclusion of individuals with ID in community settings and activities (Certo, Schleien, & Hunter, 1983; Schleien & Ray, 1988). After assessing the environment in which an activity is performed, the team plans how to support an individual. An environmental analysis is an inventory that assists direct support professionals in identifying all the skills necessary to perform a particular activity from start to finish. Environmental analyses break activities down into steps an individual needs to perform to be included as a participant. Breaking situations down into smaller steps serves the following purposes:

- Participants with ID learn a complex activity more easily, one step at a time.
- Direct support professionals can identify where instruction and adaptations are needed.
- Activities are described in ways that participants without disabilities would perform them.

<table>
<thead>
<tr>
<th><strong>Environmental Analysis</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enter recreation center</td>
</tr>
<tr>
<td>2. Locate and proceed to aerobics studio</td>
</tr>
<tr>
<td>3. Greet aerobics instructor and other participants</td>
</tr>
<tr>
<td>4. Locate coat rack and take off coat</td>
</tr>
<tr>
<td>5. Change street shoes to aerobics shoes</td>
</tr>
<tr>
<td>6. While waiting, engage in light conversation with other participants</td>
</tr>
<tr>
<td>7. When class begins, listen to and follow instructor’s verbal directions</td>
</tr>
<tr>
<td>8. Continue participation in aerobics class for remainder of hour</td>
</tr>
<tr>
<td>9. When class ends, say goodbye to instructor and participants, change shoes, put on coat, and exit recreation center</td>
</tr>
</tbody>
</table>
Discrepancy Analysis

After the environmental analysis or listing all the steps necessary to perform the activity, a discrepancy analysis is done. Beside each step of the environmental analysis, record a plus (+) if the participant is able to perform the step independently or a minus (-) if the participant needs support to perform the step. For those steps that receive a minus (-), the team identifies specific teaching procedures, adaptations, or strategies for partial participation to facilitate the person's successful participation in the activity. An environmental and discrepancy analysis for participation in an aerobics class with a companion at a community recreation center is presented below.

Discrepancy Analysis for Participation in Aerobics Class

<table>
<thead>
<tr>
<th>Environmental Analysis</th>
<th>Discrepancy Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ Independent</td>
<td>+ Companion will accompany participant</td>
</tr>
<tr>
<td>- Needs Support: Teaching Procedures, Adaptations, Strategies for Partial Participation</td>
<td></td>
</tr>
<tr>
<td>1. Enter recreation center</td>
<td>- Initially, companion will guide participant to studio. After a few sessions, participant will lead the way to the studio.</td>
</tr>
<tr>
<td>2. Locate and proceed to aerobics studio</td>
<td>- Initially, companion will assist participant.</td>
</tr>
<tr>
<td>3. Greet aerobics instructor and other participants</td>
<td>- Companion will model appropriate interactions with instructor and other participants.</td>
</tr>
<tr>
<td>4. Locate coat rack and take off coat</td>
<td>- Initially companion will assist participant.</td>
</tr>
<tr>
<td>5. Change street shoes to aerobics shoes</td>
<td>- (Purchase shoes with Velcro closures.)</td>
</tr>
<tr>
<td>6. While waiting for class to begin, engage in light conversation with other participants</td>
<td>- Companion will model appropriate social interactions.</td>
</tr>
<tr>
<td>7. When class begins, listen to and follow Instructor’s verbal directions</td>
<td>- Initially companion will assist participant in understanding directions. Instructor and companion will model dance movements.</td>
</tr>
<tr>
<td>8. Continue participation in aerobics class for remainder of hour</td>
<td>- Perform dance routine at &quot;half-time&quot; to accommodate participant's energy level.</td>
</tr>
<tr>
<td>9. When class ends, say goodbye to instructor and participants, change shoes, put on coat, and exit recreation center.</td>
<td>- Companion will model and assist as needed.</td>
</tr>
</tbody>
</table>

Task Analysis

Another important component of leisure instruction is the development of task analyses. A task analysis, similar to the environmental analysis described above is a step-by-step listing of all the tasks necessary to perform a specific skill. Task analyses are utilized most often when a participant wishes to learn a new sport or recreation skill or when they desire to become more proficient in a particular skill. When developing a task analysis, it is important to list the
steps, as a person without a disability would perform them. From this generic listing of steps, adaptations can then be made to suit individual needs. Once the skill is broken down into a step sequence, then staff can teach one skill step at a time until the entire set is learned. Here is an example of a task analysis of Step 2: Locate and Proceed to Aerobics Studio:

<table>
<thead>
<tr>
<th>Task Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 2: Locate and Proceed to Aerobics Studio</strong></td>
</tr>
<tr>
<td>1. Remove membership card from gym bag</td>
</tr>
<tr>
<td>2. Place membership card under the scanner with picture facing up</td>
</tr>
<tr>
<td>3. Wait for the “beep”</td>
</tr>
<tr>
<td>4. Replace membership card in pocket in gym bag</td>
</tr>
<tr>
<td>5. Wait for attendant to “buzz” open the double doors</td>
</tr>
<tr>
<td>6. Enter double doors</td>
</tr>
<tr>
<td>7. Turn right</td>
</tr>
<tr>
<td>8. Walk down the hall to the door marked “Aerobics”</td>
</tr>
<tr>
<td>9. Enter the aerobics studio</td>
</tr>
</tbody>
</table>

The following example of a task analysis, “Throwing a Frisbee”, is taken from Wehman and Hill (1980, p. 87).

**Throwing a Frisbee**

1. Hold Frisbee in throwing position, fingers curled on underside, thumb top side, and index finger on edge.
2. Raise dominant arm, lifting Frisbee to shoulder level.
3. Bend elbow, bringing Frisbee inward towards chest.
4. Continue bending elbow until rim of Frisbee makes contact with non-dominant hand.
5. Quickly extend elbow outward away from body.
6. When elbow is fully extended, release grasp on Frisbee.
7. Throw Frisbee (keep underside of Frisbee parallel to ground).

Additional steps could be added or a separate task analysis created for catching the Frisbee.

The task analysis can be scored with a similar +/- system to record what steps have been accomplished and which need more focus. Teaching leisure skills should be done with the correct equipment and in the correct environment for learning to occur. Most people learn best by doing.

**Instructional Cues**

At times, a participant will need an instructional cue in order to complete a particular step in the task analysis. In general, don’t provide more assistance than is needed. Before providing any prompts, always give the individual an opportunity to perform the task independently. As a general rule, the staff member should wait up to 10 seconds for a response. Choose a cue that
best fits with the specific learning modality of the person. Begin with the least amount of assistance possible. The following cue hierarchy or continuum should be followed:

1. Gestural prompt
2. Verbal prompt
3. Model the desired skill
4. Physically guide the individual through the desired skill

**Shaping**

Many recreation and leisure skills can be enjoyed by beginners as well as people who have a lot of experience. After a person decides that they do enjoy a specific leisure activity, the direct support professional’s role may shift to helping the person perform the task more independently or at a higher skill level. Shaping techniques are used to assist participants in enhancing skills and independence in recreation activities. For example, in the Throwing Frisbee example, a person might be satisfied to throw the Frisbee a few feet initially. As he or she becomes more confident and accurate in throwing the Frisbee a short distance, shaping techniques could be used to lengthen the distance to six feet or even farther. When shaping, the direct support professional starts by reinforcing the level of behavior the person is currently able to perform. Gradually, the person is expected to perform better before receiving reinforcement. For more information on shaping see the *Achieving Personal Outcomes* module.

**Adaptations Enhance Participation**

To enable an individual to participate as fully as possible in a recreation activity, adaptations may be necessary. When planning adaptations, three important guidelines (Heyne, Schleien, and McAvoy, 1993) should be kept in mind:

1. Provide adaptations to meet *individual* needs.
2. Provide adaptations only when necessary.
3. View any adaptations or program modifications as temporary.

Adaptations can be made in four basic programmatic areas:

**Materials or Equipment**: adapt to facilitate the participant's physical manipulation of recreation objects.
Examples: adaptive switches and headwands to activate video games, color coding on electronic keyboard, adjustable basketball backboards, closed-captioned video tapes, and handle-grip bowling balls.

**Rules of the Activity**: adapt to simplify the activity.
Examples: allowing a two-handed dribble in basketball, allowing a ping-pong ball to bounce on the same side of the net before going over the net, and standing closer to the pallina when playing bocce ball.
**Skill Sequence:** rearrange to enhance safety and efficiency. Examples: perform aerobics at half the normally required speed, and to wear one's swimsuit under one's clothes to facilitate changing in the locker room.

**Environment:** adapt to promote architectural accessibility. Examples: architectural changes to promote accessibility, such as ramps, curb-cuts, handrails, and asphalt pathways.

**Partial Participation Promotes Involvement**

Partial participation promotes an individual's involvement in an activity. Rather than exclude an individual from an activity because of a limited ability, another individual (e.g., friend, companion, volunteer, program instructor, or staff person) provides assistance when needed. For example, if a person with cerebral palsy has limited muscle control but wishes to enroll in a pottery class, a second individual could assist the participant by setting up materials, carrying heavy objects, or handling the clay when needed. Partial participation should not be used as an excuse to "do for" the participant or to hurry through the activity; rather, it should allow the participant to contribute in the activity as fully as possible with assistance only when needed.

**Positive Behavioral Supports**

Meaningful activities chosen by the person play a key role in motivating involvement in community activities and reducing/preventing challenging behaviors. Positive behavioral supports are used to reshape or replace challenging behaviors that might occur during recreation and leisure activities. Challenging behaviors are those behaviors which inhibit or interrupt an individual’s participation in an activity or game.

Modeling is an effective approach to encouraging an individual’s progress in recreation and leisure skills. The model may be a friend with or without a disability, a staff member, or a volunteer. In modeling, someone demonstrates the behavior or skills while the person watches. Afterward, the person is given an opportunity to attempt the behavior or skill.

Reinforcement for appropriate behaviors is vital. The method of reinforcement will vary depending on the individual’s preferences. Positive reinforcers may include: a pat on the back, a smile, verbal praise of the individual’s performance or appropriate behavior, or extra time to engage in a favorite activity. It is important that positive reinforcement be contingent on displaying the desired behavior. *Ideally, if recreation activities are carefully chosen with individual preferences in mind, the activities themselves will be reinforcing to the participant.* Consistent reinforcement and praise for appropriate behavior is vital in reshaping the recreation patterns.

For individuals with particularly short attention spans, a variety of activities and games may be used to stimulate participation. Music and other activities that stimulate the person’s senses may also be useful in increasing attention spans.
For more information on positive behavior supports, see the following modules in the Community Staff Training Project’s curriculum: Positive Behavior Supports; Achieving Personal Outcomes; and Designing and Implementing Positive Behavior Supports. For supports specific to diagnoses refer Assisting Individuals with TBI and their Families; Autism; Alzheimer’s and DD and Dual Diagnoses: Intellectual Disabilities and Mental Health Disorders.

**Evaluation to Improve Programming**

Evaluation provides systematic feedback and information. Evaluation should be a dynamic process, in which the staff continually seeks ways to improve benefits to the participant. Evaluation of community inclusion assists in determining whether the participant's preferred outcomes have been met and the need for program revisions. Additionally, evaluation enhances accountability for participants and service providers alike.

The environmental/discrepancy/task analyses provide ongoing evaluation data during teaching and following the learning process. Through the environmental and discrepancy analysis, the team obtains an initial observation (baseline) of the participant's ability prior to actual implementation of a program. The task analysis gathers ongoing, or formative, feedback on the participant’s progress from session to session. It also provides a final evaluation of the competencies the participant learned in the program. Information gathered from program evaluation should be incorporated into the subsequent program's goals and objectives, instructional procedures, and adaptations.

**Documentation and Follow Up**

The type of documentation required for community and recreation activities will vary with program and the person. If the person has a formal instructional plan to learn new social, communication, or recreation skill, there may be very specific data collection tools that identify the level of independence the person shows for each step in a task analysis. Because learning new skills requires consistency in the level of support that DSPs provide, these instructional plans may be very specific and include a schedule for implementation and documentation on the level of support provided. See the Achieving Personal Outcomes training manual for more information on teaching new skills.

If the goal of the activity is more general, i.e., “to increase participation in community activities,” the documentation may be less detailed. No matter what level of documentation the plan requires, it is important for Direct Support Professionals to share information about the person’s participation in community and recreation activities with the rest of the team. Keep other staff and the program coordinator informed regarding whether or not the person is enjoying the activity and other notes that reflect opportunities for relationships and/or potential barriers to participation. Follow your agency guidelines for reporting general observations and specific
barriers. If the person is clearly not enjoying the activity or refuses to participate, work with other staff and the program coordinator to identify strategies to help ensure the person has a better experience and successful outcomes.

Sometimes the first experience with a new activity may not be all we hoped it would be. Think about the first time you went ice skating. If everyone who fell never tried to skate again, there wouldn’t be any Olympic figure skating champions. Trying a new leisure activity or inclusive community activity can be just as scary for a person with an intellectual disability. Take as many steps as possible to ensure the person’s success, reinforce them for making the attempt, and then help them figure out what they will do differently the next time, if everything doesn’t go exactly perfect. Ask others to help figure out a plan when necessary, but most of all, don’t give up. The rewards of a full and meaningful life with people who are important to us are too valuable to not make the effort.

Summary

The development of balanced leisure lifestyles is essential. Leisure education to promote expanded leisure options must be carefully planned, implemented, and evaluated. Well designed plans meet individual needs and preferences, as well as enhance abilities and successful participation.

Best professional practices may be thought of as a "package" of strategies (Schleien, Light, McAvoy, & Baldwin, 1989; Schleien, Green, & Heyne, 1993). Each strategy in the package supports and complements every other strategy. Sometimes, all the strategies in the package will need to be employed to meet an individual's needs. At other times, staff can choose strategies more selectively and tailor them to meet specific needs. The package consists of the following:

1. Individual needs assessments
2. Individual preference assessments
3. Activity selection guidelines
4. Skill development
5. Environmental analysis
6. Adaptations
7. Program evaluation

Many of these strategies are presented in other lessons or in other modules.
Lesson 8: Feedback Exercise

1. List the three guidelines to keep in mind when adapting activities.

2. List the four areas of programmatic adaptations and give two examples of each area.

3. Explain the concept of partial participation.

4. Positive Behavior Supports for challenging behavior during recreation and leisure activities include:
   a. Meaningful activities chosen by the __________ play a key role in reducing challenging behaviors.
   b. In __________, someone demonstrates the behavior or skills while the person watches. Afterward, the person is given an opportunity to attempt the behavior or skill
   c. __________ for appropriate behaviors is vital.
      i. The method of reinforcement will vary depending on the individual’s ______.
      ii. It is important that positive reinforcement be __________ (dependent) on the person displaying the behavior.
      iii. Ideally, if recreation activities are carefully chosen with individual preferences in mind, the activities themselves will be __________ to the participant.
      iv. __________ reinforcement and praise for appropriate behavior is vital in reshaping the recreation patterns.
   d. For individuals with particularly short attention spans, a __________ of activities and games may be used to stimulate participation. Music and other activities that stimulate the person’s __________ may also be useful in increasing attention spans.

5. What are three guidelines for prompts during recreation activities?
   a. ________
   b. ________
   c. ________

Lesson 9: Resources

Objectives:

As a result of this lesson the learner will be able to:

- Link people receiving support to appropriate community resources
- Describe core services offered through Centers for Independent Living
- Describe how direct support professionals assist individuals in maintaining eligibility for financial assistance
- Suggest activities and services available through Senior Centers that might be appropriate for seniors receiving supports from the agency
- Identify clubs and organizations in their local community that match the interests of people supported.

This lesson outlines resources that provide an assortment of services. In addition to the services they provide, they are additional connections to the community. Be sure to check with your own agency policy prior to contacting any of these resources.

Protection & Advocacy Project

The Protection & Advocacy Project (P&A) is a state agency whose purpose is to advocate for, and protect the legal rights of, people with disabilities. The majority of funds for program operations are from federal grants. Additional support is provided by the State of North Dakota. There is no cost for services, however, P&A does implement general eligibility requirements, including that the individual must reside within the State of North Dakota. P&A has five different advocacy programs that serve people with disabilities:

- Developmental Disabilities Advocacy Program
- Mental Health Advocacy Program
- Protection and Advocacy Project for Individual Rights
- Protection and Advocacy for Beneficiaries of Social Security
- Assistive Technology Advocacy Program

For more information visit the P & A website at www.ndpanda.org.

Human Service Centers

There are eight regional Human Service Centers within the state. They are located in Williston, Minot, Devils Lake, Grand Forks, Fargo, Jamestown, Bismarck, and Dickinson. In addition to developmental disabilities services, Human Service Centers provide a comprehensive array of outpatient clinical and community services including mental health services, social services, addiction counseling, vocational rehabilitation, and emergency and outreach services.
The Developmental Disabilities Division provides support and training to individuals and families in order to maximize community and family inclusion, independence, and self-sufficiency; to prevent institutionalization; and to enable institutionalized individuals to return to the community. To achieve this goal, Developmental Disabilities contracts with private, nonprofit, and for-profit organizations to provide an array of residential services, day services, and family support services. Program managers provide follow along support for individuals receiving services in these settings.

For a more comprehensive look at the services available, check out the ND Department of Human Services website @ http://lnotes.state.nd.us/dhs/dhsweb.nsf/ServicePages/HumanServiceCenters

**Centers for Independent Living**

North Dakota Centers for Independent Living (CIL's) provide independent living services to individuals with disabilities of all ages. The purpose of these services is to eliminate barriers and provide assistance to individuals with disabilities so they can live and work more independently in their homes and communities. Independent Living Principles include Consumer Control, Consumer Needs-Based, Individualized Services, Community Based Services, and Equal Opportunity (Rehabilitation and Consulting Services, 2010).

All CIL's provide the following core services:
- independent living skills training
- peer support
- individual and systems advocacy and
- information and referral

CIL's also provide additional services as determined by consumer identified needs in their service area. The services may include:
- personal assistance services,
- housing assistance,
- transportation assistance,
- social and recreational activities,
- community awareness and education,
- technical assistance to businesses and local governments

North Dakota has four CILs and three branch offices:

**Freedom Resource Center**  [http://www.freedomrc.org/](http://www.freedomrc.org/) - This center is located in Fargo and is focused on working toward equality and inclusion for people with disabilities. They serve 10 counties in North Dakota through community education, empowerment and systems change, as well as publish a quarterly newsletter, “Freedom Focus.”
**Dakota Center for Independent Living** [http://www.dakotacil.org/](http://www.dakotacil.org/) - This center is located in Bismarck. Dakota Center for Independent Living promotes full inclusion for people with disabilities by advocating for the reduction of architectural, social and attitudinal barriers. Dakota Center for Independent Living is a consumer controlled, community based, non-profit agency assisting people with disabilities live independently in their communities. Outreach services are provided in eighteen South Central and South West N.D. counties, Standing Rock Sioux Reservation and the southern part of the Fort Berthold Reservation.

**Options Center for Independent Living** [http://www.macil.org/options.html](http://www.macil.org/options.html) - This center is located in East Grand Forks and covers 8 counties in North Dakota. They provide people with disabilities advocacy, information, skills training, and peer mentoring relationships to help them achieve their personal goals of how and where they live their lives. Options serves the eleven country region of Northwestern Minnesota and the eight county region of Northeastern North Dakota.

**Independence, Inc.** [http://www.independencecil.org/](http://www.independencecil.org/) - This center is located in Minot. It provides a variety of services to adults and families in the northwest quadrant of the state. It is a private, non-profit corporation devoted to meeting the needs of individuals with disabilities and serving them, their families, and their communities. Independence, Inc has an outreach office in Williston.

**Senior Centers**

Senior Centers can be good resources for activities, volunteerism, making friends, and dining out.

The North Dakota Department of Human Services' Aging Services Division website [http://www.nd.gov/dhs/services/adultsaging/index.html](http://www.nd.gov/dhs/services/adultsaging/index.html) provides information about services that enhance independence, assure quality of life, and meet the unique needs of seniors and people with disabilities living in North Dakota. Information and email links are submitted by state agencies, political subdivisions, nonprofit organizations, and private businesses. The information is updated on an ongoing basis.

*Information and Assistance – Aging and Disability Resource Link* can be located at [https://carechoice.nd.assistguide.net/site/371/find_organizations.aspx](https://carechoice.nd.assistguide.net/site/371/find_organizations.aspx) for an online directory for seniors, families of seniors, and care providers. This user-friendly database provides information about programs and services for senior citizens in your area. The type of service, provider name, city, county, or state can be used to search the database.
Financial Assistance Programs

Many individuals with intellectual disabilities receive financial assistance through county, state and/or federal programs. In most cases, direct support professionals will not be the person primarily responsible for assisting individuals with completing paperwork to apply for and maintain eligibility for these benefits. However, direct support professionals play a critical role in the documentation that is essential to meet the reporting requirements for these benefits. If the agency is the Social Security Representative Payee, the agency must document how the person’s money is spent each year. Also, there are annual reports that need to be submitted to County Social Services to maintain eligibility for some programs funded through the Department of Human Services. Supporting the individual in obtaining and submitting receipts for purchases and recording expenditures according to agency policy help ensure that the individual will remain eligible for future benefits. These reports are also a safeguard to protect against financial exploitation.

The individual’s team recommends how to best support the individual to have the maximum choice and control in their financial decisions and still meet these reporting requirements. Direct Support Professionals should ask for assistance from their supervisor or program coordinator if they observe unmet financial needs or have questions on how to best meet the support needs of the individual related to finances.

Some individuals receiving supports may be eligible for Food Stamps or Energy Assistance Programs:

**Food Stamps.** The food stamp program is a nationwide program intended to promote the general welfare and safeguard the health and well-being of the nation’s population by raising the level of nutrition among low-income households. The Food Stamp Program is a cooperative effort of the county, state, and federal governments.

In ND, the Food Stamp Program is administered by County Social Service Boards and supervised by the ND Department of Human Services. Anyone may apply for food stamps by contacting their local county social service office. Counties accept applications, determine eligibility, and issue electronic benefit transfer (EBT) cards, which allow eligible households to purchase food at participating grocery stores. If an individual is not able to go to their county office to apply, other arrangements can be made by contacting the office.

The amount of food stamp benefits received is based on family size and net adjusted income. If determined eligible, food stamps will be received within 30 days of filing the application. Food stamps may be used to buy any food or food product for human consumption, including seeds and plants used to grow food. Non-food items such as pet food, soaps, alcoholic beverages, tobacco products, paper products, vitamins, and medicines, cannot be purchased with food stamp benefits. People older than age 60 may use food stamp benefits to purchase “meals on wheels” and meals at senior meal sites.

To obtain more information you can contact your county office, or visit the website at [http://lnotes.state.nd.us/dhs/dhsweb.nsf](http://lnotes.state.nd.us/dhs/dhsweb.nsf). Select ‘services’, and then ‘food stamps’.
Energy Assistance. The Low Income Home Energy Assistance Program is a federally-funded program to help eligible low income households meet their home heating needs. The following services are available through Energy Assistance:

- Heating assistance
- Emergency assistance
- Furnace and chimney cleaning
- Weatherization
- Minor furnace repairs
- Furnace and water heater replacement
- Energy cost reduction devices
- Purchase of air conditioners

This program is funded nationally by the Federal Department of Health and Human Services. In North Dakota, the Energy Assistance Program is administered by County Social Service Boards and supervised by the North Dakota Department of Human Services. County Social Service Offices provide information about the eligibility requirements of the program; explain applicants' rights, benefits, and obligations under the program; assist individuals as necessary in completing their applications; and accept and process applications. For more information, contact the ND Department of Human Services, or visit the website at [http://www.nd.gov/dhs/services/financialhelp/energyassist.html](http://www.nd.gov/dhs/services/financialhelp/energyassist.html)

ND Mental Health Association

The mission of the Mental Health Association in North Dakota is to improve the range, quantity, and quality of care and treatment for persons with mental illnesses, to promote mental health for all persons, to remove the stigma associated with mental illnesses, and contribute to research into the prevention, treatment, and cure of mental illnesses. The Association offers a variety of education programs and support groups. Information for specific cities can be found through their website. The website also provides information and articles about mental health and mental illness and information about specific disorders. The site is intended to provide information for individuals, families, and professionals on community and other services and issues regarding the seriously mentally ill, event schedules, and news about new efforts for help. You can visit the ND Mental Health Association website at [http://www.mhand.org/](http://www.mhand.org/), or the National Mental Health Association website at [http://www.nmha.org/](http://www.nmha.org/).

Transportation

Many people use bus or taxi service as alternative forms of transportation. In some communities, people with disabilities are eligible for discounted rates or their companion rides free. Some rural communities also have transit services available to transport people into a larger, nearby community for services. The county Social Services office, Aging Services, or transit authority will have information about services available in its area.
Health Screenings

Health maintenance clinics are held at most senior centers on a regular basis. Screenings include blood pressure, cholesterol, diabetes monitoring, weight control, immunization, and others. Hearing clinics are scheduled at senior centers throughout the county.

Health promotion and education programs provided by local public health departments include a wide variety of health and wellness activities. For many years, emphasis was placed on the provision of services to senior citizens, but the current trend is toward providing population-based services and education. Twenty or more departments provide services such as blood pressure screening, vitamin B\textsubscript{12} injections, diabetes screening, vision screening, foot care, and community wellness programs. The ND Department of Health homepage, at http://www.health.state.nd.us/ provides information on state and local public health screenings (click on ‘services calendar’).

Public Health Nurse

Public health nurses work in government and private agencies and clinics, schools, retirement communities, and other community settings. They focus on populations working with individuals, groups, and families to improve the overall health of communities. They also work as partners with communities to plan and implement programs. Public health nurses instruct individuals, families, and other groups regarding health issues, disease prevention, nutrition, and childcare. They arrange for immunizations, blood pressure testing, and other health screening. These nurses also work with community leaders, teachers, parents, and physicians in community health education. For a listing of North Dakota Public Health Units, log onto their website at http://www.health.state.nd.us/localhd/lphu-directory.pdf.

Home Delivered Meals

The Meals on Wheels program delivers meals directly to homes, eligibility varies by community. Check with your regional human service center for eligibility and availability in your area.

Shopping Assistance

In some communities, items such as groceries and prescriptions will be delivered directly to a person’s home by the store or pharmacy. Other agencies may provide errand services where a worker will complete shopping for a person who is unable to complete this task due to health issues. Contact specific stores in your area to inquire about delivery services or other types of shopping assistance.
Organizations and Social Clubs

Some communities have established social clubs for adults with developmental disabilities. These clubs can provide a safe, supervised setting for socialization and activities; however, they are often available only for people with disabilities and should not be the only option. Taking advantage of other groups within the community can provide a more integrated, ordinary experience. Some places to consider may include:

<table>
<thead>
<tr>
<th>Fan clubs</th>
<th>Service Clubs (i.e., Lions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pheasants Forever</td>
<td>Gardening clubs</td>
</tr>
<tr>
<td>Friends of the Library</td>
<td>Scrapbook groups</td>
</tr>
<tr>
<td>Curling club</td>
<td>Painting class</td>
</tr>
<tr>
<td>Birding classes</td>
<td>Photography club</td>
</tr>
<tr>
<td>Legion</td>
<td>Knights of Columbus</td>
</tr>
<tr>
<td>Racing club</td>
<td>Music boosters</td>
</tr>
<tr>
<td>Sports Boosters</td>
<td>Dance classes</td>
</tr>
<tr>
<td>Card playing groups (i.e., Pinochle, Bridge)</td>
<td>Livestock Association</td>
</tr>
<tr>
<td>Horse club</td>
<td>Rodeo club</td>
</tr>
<tr>
<td>Homemakers club</td>
<td>Snowmobile club</td>
</tr>
<tr>
<td>Birthday club</td>
<td>Stamp collectors</td>
</tr>
<tr>
<td>Support groups (i.e. Al-anon)</td>
<td></td>
</tr>
</tbody>
</table>

Other Resources

There are many other community resources in addition to those listed in this lesson. Other websites that may be useful include:

- **North Dakota Department of Human Services Directory.** This directory is published every 2 years and contains contact and descriptive information regarding all state human service agencies. The directory can be obtained by calling 1-800-472-2622, or visiting the website at [http://www.nd.gov/dhs/](http://www.nd.gov/dhs/)

- **Administration on Developmental Disabilities.** The website can be accessed at: [http://www.acf.hhs.gov/programs/add/](http://www.acf.hhs.gov/programs/add/). Contains links to:
  - State Councils on Developmental Disabilities
  - State Protection and Advocacy
  - National Network of University Centers for Excellence in Developmental Disabilities Education, Research, and Services
  - Projects of National Significance
  - National Associations

- **The National Organization on Disability.** The National Organization on Disability promotes the full and equal participation of America's men, women and children with disabilities in all aspects of life. Visit the website at [www.nod.org](http://www.nod.org).

- **CQL The Council on Quality and Leadership** website can be accessed at [http://www.thecouncil.org/](http://www.thecouncil.org/)
Summary

Many community resources are available to provide assistance to people with disabilities. Services assist people to be independent, remain in their own homes, or gain access to their communities. As with any services that are provided, these opportunities should be used to network with others and promote interaction between the people you support and others in the community. Encourage people to be as independent as possible when accessing these resources.
Lesson 9: Feedback Exercises

1. T/F The food stamp program promotes the general welfare and safeguards the well-being of the nation’s population by raising the level of nutrition among low-income households.

2. T/F Most senior centers provide health screenings on a regular basis.

3. T/F The purpose of the Protection & Advocacy Project is to advocate for, and protect the legal rights of, people with disabilities.

4. The mission of the Mental Health Association includes:
   a. Improving the range, quantity, and quality of care and treatment for persons with mental illnesses.
   b. Promoting mental health for all people.
   c. Removing the stigma associated with mental illnesses.
   d. Contributing to research into the prevention, treatment, and cure of mental illnesses.
   e. All of the above

5. List 5 groups within your community that would provide opportunities for socialization and activities.
   a.
   b.
   c.
   d.
   e.

6. What 2 general purposes can be served when a person accesses community resources?
   a.
   b.

7. What are 4 benefits that can be gained by accessing Senior Centers?
   a.
   b.
   c.
   d.

8. What important role do direct support professionals play in ensuring that the agency is able to fulfill the reporting requirements for financial assistance the person receives?

9. What are the four core services provided by all Centers for Independent Living?
   a.
   b.
   c.
   d.
APPENDICES

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Appendix A: Relationship Map

This is an essential part of getting to know a person. By dividing the map into at least four sections—family, friends, community people, and paid providers—and placing those who have the deepest and strongest relationships to the focus-person closest to the middle (next to the person) on the map, we can begin the process of getting to know them.
APPENDIX B: Feedback Exercise Key

Lesson 1
1. alike
2. physical
3. limited or few
4. more
5. risk
6. e-all of the above
7. e-none of the above
8. d all of the above
9. b
10. -Gender – Women tend to experience loneliness more than men.
    -Transportation – People without adequate public or private transportation are more isolated and restricted in their social contacts.
    -Self-esteem – Individuals with low self-esteem experience loneliness most often.
    -Ease in making friends – People who find it easy to make friends often have high self-esteem and experience loneliness the least often.
    -Happiness – The happier people are, the less lonely they are. Happiness is closely tied to the closeness to family members.
    -Money – When finances are not adequate, activities are often limited, contributing to feelings of inadequacy and loneliness.
    -Days – Weekends are likely to be lonely times for people, attributed to the lack of social contact when people are away from work.
11. -Low income
    -No dependable means of transportation
    -Few friends
    -Low self esteem
12. -Headaches
    -Poor appetite
    -Tiredness
    -Heart-related illnesses
13. Answers will vary depending on each specific community.
14. There is dignity in taking risk; we learn and grow from opportunities that involve risk. Eliminating risk means eliminating choices and options. The potential benefits may outweigh the disadvantages that can occur when taking a risk.
15. What does the person have to offer?
   - What are his or her gifts, talents, or qualities that would be interesting to others?
   - How and where can he or she be included, just the way he or she is?
   - What is it that the person wants to do?
   - What are the benefits to the person?
   - What are the consequences of not doing it?
   - What could go wrong?
   - How likely is it that something could go wrong?
   - How easy is it to anticipate or prevent something from going wrong?
   - What would the consequences be?
   - How can we reduce risk by working with what we know of the likelihood, prevention, anticipation or consequence of something going wrong?
16. What are the benefits to Tom? What are the consequences of not doing it? What could go wrong? How likely is it that something could go wrong? How easy is it to anticipate or prevent something going wrong? What would the consequences be if something went wrong? How can we reduce risk by working with what we know of the likelihood, prevention, anticipation or consequence of something going wrong?

17. b – looking in personal plans of other people with intellectual disabilities to see what their outcomes are.

18. | Negative | Positive |
---|---|
F: Helen spills a lot of food when she eats. People won’t want to eat with her. | In what community activities or organizations would this behavior be least likely to occur? If the behavior does occur, where will it most likely be accepted? |
F: Jerry talks about trains all the time. People will get tired of it and ask him to leave. | Is there an organization in which the members love to talk about trains? What supports can we provide Jerry to give him other conversation topics to share? |

**Lesson 2**
1. True
2. False
3. False
4. True
5. False
6. False
7. True
8. more; beyond
9. b
10. c
11. a
12. d
13. c
14. - Identify interests, gifts (talents), and contributions
   - Explore and identify possible connections
   - Make introductions
   - Continue to support the relationship
15. - Location – choose a place other than a group home or workshop setting.
   - Appearance – clothes should be clean, fit properly, and similar in style to other people the same age. Assist the person to select clothing that they find comfortable and that will match the activity that will be taking place.
   - Number of people present – One other person is preferred, avoid a group situation.
   - Who is making the introduction – beneficial if it is someone who is valued.
   - Confidentiality. Share the person’s story in a way that has been agreed with them and is positive and truthful.
   - Focus on the positives – give information that emphasizes the person’s best qualities, avoid information that creates a negative image of the person.
   - Language – use normal terms as you would in describing your own activities and friends.
16. a. Answers will vary based on each specific community. Examples might include places such as the zoo, dog park, humane society, vet clinic, pet stores, nursing home pet therapy programs, etc.
b. humane society volunteer, pet store employee, pet owner, member zoological society, fund raiser for humane society or local zoo, volunteer at hospital or nursing home.
17. - Seeing the same people over time
- Having a basis for exchange; a way for people to give back and forth/interact with one another.
18. Answers will vary based on each specific community.
19. A bridge builder is a person who already has a valued role in society, and who can provide a link to an inclusive opportunity for a person with disabilities. The bridge builder introduces the person to new places, guides them to new relationships, connects them with other citizens, and familiarizes them with new opportunities.
20. a. Most people will not continue a relationship when they are doing all the giving and getting nothing in return. It is the giving, receiving, and sharing that moves a relationship from acquaintance into friendship.
b. If a person is limited in his/her ability to reciprocate, someone else will have to carry out acts of friendship on his/her behalf. For example, support staff may need to keep track of family birthdays and send cards on the person’s behalf. Support staff may also need to tell the community person how much their friendship is valued, if the person cannot speak for his/her self.
21. a. life experiences
   b. people
   c. roles
   d. Where
   e. activities
   f. works
   g. interests, gifts (talents), and abilities
   h. contribute
   i. assistance
22. a. strengths, contribute; part
   b. stable
   c. model; prompt
   d. temporary
   e. fade
23. Modeling and interactive role playing sessions followed by real life opportunities to practice. Videotaping practice and providing positive feedback is often helpful.
24. Avoiding relationship obstacles – b, c, d, e, g, h, i
25. a. Consider the needs of the person with disabilities, as well as the community person or group.
b. Informally ask how things are going.
c. Verify that the person is actually being included
d. Step back and let people work through difficult situations, providing assistance only as needed.
e. Arrange agency schedules to support the relationships
f. Find a way to resolve transportation challenges
g. Plan when possible but encourage spontaneity or last minute changes in plans
h. Avoid use of jargon

Lesson 3
1. True
2. False
3. True
4. a. range
   b. choice
   c. health
   d. social
   e. friendships
   f. independent
   g. Related
   h. Reduction
5. a. They often have more leisure time than other community members,
   b. People with ID often require systematic instruction and long term support in order to learn new things.
   c. Without these supports and repeated opportunities to develop leisure options, people with disabilities can experience feelings of loneliness and isolation, spend their time engaged in unproductive behaviors, and/or experience reduced physical, emotional, and mental health.
   d. Learning meaningful recreation skills can play a key role in the reduction of inappropriate behaviors.
   e. Participation and association in recreation activities provides bridges to family life, voluntary service, education, pre-vocational experience, employment, community participation, and community roles.
6. Natural
7. Recreation
8. Inclusion of people with disabilities into ongoing activities with the least amount of adaptations.
   b. Cut-away curbs.
   c. Accessible restrooms and drinking fountains.
   d. Ramps or elevators instead of stairs.
   e. Lifts to enter and exit swimming pools.
   f. Paved pathways instead of dirt trails.
10. a. Provide training on inclusive techniques for community recreation staff
    b. Individualize assessments - suggest that initial assessments be conducted with a support staff who knows the participant well. Be sure that the participant answers questions for him or herself as much as possible.
    c. Show the recreation provider how to adapt traditional recreation teaching strategies to meet a person's individual needs.
d. Assist the provider in structuring programs to promote cooperation and active participation by all participants.
e. Recruit volunteers to provide one-on-one support within programs.
11. temporary
12. b
13. a
14. natural support system
15. opportunities
16. Just knowing where to go is not sufficient if individuals cannot get there safely. Participants should be supported to learn personal safety measures needed in their neighborhood.
17. inhibit
18. a. participate
   b. abilities
   c. adapted, modified, accommodated
   d. achievement; winning
   e. growth
   f. diversity; new
   g. individuality
   h. education
   i. empowered
   j. protection
   k. functional
   l. relationships
19. a. Involve the participant in the planning process.
   b. Adapt activities to enable the participant to participate to the fullest extent possible.
   c. Focus on the abilities and strengths of the participants.
   d. Encourage participation in a wide range of activities, including both individual and group activities.
   e. Use positive behavior support techniques to re-shape interruptive leisure behaviors.
   f. Participate in community recreation activities as much as possible.
   g. Use “people first” language and model it for others.
   h. Initiate a “Best Buddies” program to increase one-to-one inclusion in the community.
   i. Support participation in self-advocacy training such as “People First” and promote self-determination opportunities.
   j. Promote and model respect and “random acts of kindness.”
   k. Build community in the individual’s neighborhood or town by connecting people and facilitating friendships among peers with similar interests.
   l. Develop a resource network file with a list of community leaders who can connect or have information about the social happenings in the community.
m. Utilize person-centered planning and implementation strategies. The person supported is the chief decision maker.

Lesson 4

1. now; desired
2. abilities, potential, and preferences
3. True
4. True
5. True
6. To establish an individual’s competencies, preferences, needs, and abilities prior to selecting and planning activities for instruction.
7. Participants themselves, family members, direct support professionals, peers, friends, supervisors, and related service personnel
8. a. recreation preferences
    b. leisure awareness
    c. current recreation participation and future participation desires
    d. personal and support network resources
    e. social and communication needs
    f. physical and medical needs/considerations
9. Observe behaviors in the following areas:
    a. Facial expressions such as increased smiling, increased attention and concentration, or displeasure with the materials.
    b. Responsiveness or initiation in certain activities, objects or materials (i.e., approaching, reaching for, discarding, touching, or manipulating objects.)
    c. Duration of eye contact with materials or during different elements of the activity.
    d. Level of involvement (time and energy invested) in activity, interaction with or manipulation of the materials and duration of active engagement in the activity.
10. Answers will vary depending on the person selected for the example.
11. a. **Inside/outside:** The weather, time of day, availability of needed supports all might limit access to outdoor activities. But staying inside all the time would be very boring. Outdoor activities can be inexpensive and help promote physical fitness.
    b. **At home/in community:** We spend a lot of time at home. There are no transportation barriers, fees, and these activities often don’t require a recreation partner. Hobbies can give us a way to earn extra income, demonstrate our creativity, and have something to talk about the next time we are with friends. Opportunities outside our homes give us stimulation, opportunities to meet new people and develop relationships around shared interests.
    c. **Alone/with others:** Recreation activities can provide a meaningful way to fill the time when we are alone and provide opportunities to develop creativity. Benefits of shared experiences with others include but are not limited to increased social capital and relationships.
d. **High/low energy**: High energy activities can provide needed outlets for physical exercise and improvements in mental, emotional and physical health. Low energy activities are needed to help one relax before bedtime and recover from a busy work day.

12. True

13. True

14. These tools are methods to support a person with ID and his or her team to explore or participate in a wider range of options and to assist people with disabilities and their teams in planning and pursuing a meaningful leisure lifestyle.

15. Answers will vary

16. Answers will vary

17. a. Current recreation preferences
   b. Recreation costs and budget
   c. Existing barriers to recreation and plan for overcoming
   d. Recreation activities checklist
   e. Recreation benefits, joys, satisfactions assessment
   f. Current skills and experience and goals for increasing them
   g. Events attended this year and plans for attending next year
   h. One year planner for recreation options
   i. Computer and Internet checklist
   j. Social relationship assessment and planner

**Lesson 5**

1. preferences; goals
2. acceptance
3. Answers will vary. Examples of correct answers include: plant care, playing a musical instrument, gardening, walking or jogging, biking, cooking, woodworking, painting, dancing, photography, and exercising at a neighborhood recreation or fitness center.
4. planning and preparation
5. Asking the person what they liked and didn’t like about a particular leisure experience. Staff noting their observations of the person during and after the experience.
6. False
7. True
8. the person participating in the activity
9. D
10. True
11. False
12. movement
13. activity
14. True
15. When individualizing recreation activities, we consider some of the following questions:
- Can the activity be adapted to meet an individual's current and changing needs?
- Will the activity promote learning increasingly complex skills?
- Is the activity motivating for the participant?
- Do the features of this activity match the individuals preferences related to activity level, noise, etc.?

16. adaptive
17. visual; auditory
18. True
19. The person’s budget; age appropriateness and function; adaptations to support participations, design, durability, and manageability; visual and auditory stimulation; safety.

**Lesson 6**

1. Source of enjoyment, relaxation, socialization & relationships with people with similar interests, increase in self-esteem and sense of pride, learning, and extra income.
2. Visit the library; ask other staff about their hobbies; check with the Chamber of Commerce or the Yellow Pages to find out if there are hobby clubs in your community; visit flea markets or hobby stores; research on the Internet.
3. Lead-up activities build interest and motivation to try the new experience.
4. Answers will vary
5. Picture schedules, audio recordings of the instructions, modeling.
6. False
7. Opportunities for social inclusion, self-expression, and developing relationships.
8. Increased awareness about the world and life, comforting memories, and a way to communicate with others.
9. Nature activities promote learning about nature, caring for the environment, creative outlets, opportunities for socialization, and physical fitness. Many of these activities (i.e. gardening, pet care) promote respect, responsibility, and sensitivity. Growing plants can increase self-esteem and opportunities for increased income.
10. False
11. Answers will vary

**Lesson 7**

1. a. Improved health
   b. Reduction in negative behaviors
c. Enhance social behaviors
d. Improved self-esteem
2. health
3. a. Motivation: Most fitness activities do not feel good at first. For someone who doesn’t understand what the “gain” might be from physical exercise, “no pain” seems like a better option.
b. Skill Development: A pushup is a hard skill for anyone to perform. But a typical adult is only limited by their shoulder strength. A person with an ID may require many lessons to coordinate the skills needed to perform a pushup.
c. Opportunity: Fitness requires dedication. A minimum of three days per week is required and more (every day is best) if workouts are less strenuous. For most people with significant disabilities, this requires that someone arrange or provide transportation.

4. Exercise needs to be of moderate intensity for at least 20 minutes.
5. more
6. every day
7. False
8. 200-400
9. True
10. 30; 20; 10.
11. true
12. true
14. Cooperation
15. learning good sportsmanship – learning about winning and being a supportive loser; courtesy and respect for other competitors, respect for the rules and officials; understanding the appropriate way to express disappointment and frustration.
16. the ability to work with a group toward reaching a common goal; Loyalty and dependence on others
17. winning; participation
18. True
19. False

### Lesson 8

1. Answers will vary
2. Answers will vary
3. Answers will vary
4. a. Provide adaptations to meet *individual* needs.
   b. Provide adaptations only when necessary.
   c. View any adaptations or program modifications as temporary.
5. a. Materials or Equipment: color coding on electronic keyboard, adaptive switch to activate video game.
   b. Rules of the Activity: allow two-handed dribble during basketball, allow ping-pong ball to bounce on same side of net before going over net.
   c. Skill Sequence: perform aerobics at half the normally required speed, wear swimsuit under clothes to facilitate changing in the locker room.
6. Rather than exclude an individual from an activity because of a limited ability, another individual (e.g., friend, companion, volunteer, program instructor, or staff person provides assistance when needed.
7. a. person
   b. modeling
   c. reinforcement;
      i. preferences
      ii. contingent
      iii. reinforcing
8. a. Don’t provide more assistance than is needed.
   b. Before providing any prompts, always give the individual an opportunity to
      perform the task independently.
   c. As a general rule, the staff member should wait up to 10 seconds for a
      response.
   d. Choose a cue that best fits with the specific learning modality of the person.
   e. Begin with the least amount of assistance possible.

Lesson 9
1. True
2. False
3. True
5. e-All of the above
6. Answers will vary based on each specific community.
7. -A needed service can be provided
   -It provides an additional connection to the community
8. Supporting the person to obtain receipts for expenditures and documenting the
   person’s financial transactions according to agency policy. These records will
   assist the agency in completing the required documentation so that the person will
   remain eligible for financial assistance and is an important safeguard against
   financial exploitation.
8. -Provides a place to go for activities
   -Volunteer opportunities
   -Making friends
   -Dining out
9. All CIL’s provide the following Core Services:
   • independent living skills training
   • peer support
   • individual and systems advocacy
   • information and referral
Appendix C

Recreation Planner: Ten-Part Personal Planner; and, Recreation Education and Recreation Advising/Counseling Aid

by Prof. John A. Nesbitt, Ed.D., CTRS, Pres/CEO Special Recreation for disABLED International

Introduction. The Consumer Recreation Planner is used by individual consumers and consumer groups. It is also used in Recreation Education, that is instruction in the worthwhile use of recreation time for recreation activities. The Consumer Recreation Planner can be used in the classroom by instructors or for Recreation Advising (informal) and Recreation Counseling (formal).

The Consumer Recreation Planner provides a start in planning and pursuing a meaningful, worthwhile, satisfying Recreation Lifestyle. It should not be "adopted" as it is. It should be "adapted" to the person, groups, or setting. The Consumer Recreation Planner is a "recreation tool in development." Users are encouraged to add, adjust, change, delete, and modify to personal and professional preference and use.

PLANNER I. Recreation Enjoyed
PLANNER II. Recreation Budget
PLANNER III. Recreation Barriers: Personal, Community, Institution
PLANNER IV. Recreation Options Checklist
PLANNER V. Recreation Benefits, Joys, Satisfactions
PLANNER VI. Recreation Skills and Experience
PLANNER VII. Recreation Events
PLANNER VIII. Recreation Calendar
PLANNER IX. Recreation Computer/Internet Checklist
PLANNER X. Recreation Social, Friends, Co-Recreationists
### PLANNER I. Recreation Enjoyed

Check the recreation activities you most enjoy. Fill in other categories and activities that do not appear on the checklist.

#### I ENJOY MOST:

<table>
<thead>
<tr>
<th>Category</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Animals/Pets</strong></td>
<td><em>Pet/s</em> <em>Pet Train/Shows</em> <em>Special Pets</em> <em>Other</em></td>
</tr>
<tr>
<td><strong>Aquatics</strong></td>
<td><em>Boating</em> <em>Clubs</em> <em>Special</em> <em>Swimming</em> <em>Other</em></td>
</tr>
<tr>
<td><strong>Arts Doing</strong></td>
<td><em>Class</em> <em>Club</em> <em>Draw/Paint</em> <em>Sculpting</em> <em>Other</em></td>
</tr>
<tr>
<td><strong>Arts Attending</strong></td>
<td><em>Dance</em> <em>Music</em> <em>Special Arts</em> <em>Theater</em> <em>Other</em></td>
</tr>
<tr>
<td><strong>Community</strong></td>
<td><em>Fairs/Festivals</em> <em>Museums</em> <em>Special</em> <em>Volunteer</em></td>
</tr>
<tr>
<td><strong>Crafts</strong></td>
<td><em>Art</em> <em>Club</em> <em>Craft</em> <em>Special Crafts</em> <em>Other</em></td>
</tr>
<tr>
<td><strong>Dance</strong></td>
<td><em>Cultural/Ethnic</em> <em>Modern</em> <em>Social</em> <em>Other</em></td>
</tr>
<tr>
<td><strong>Drama</strong></td>
<td><em>Community</em> <em>Readings</em> <em>Special Theater</em> <em>Other</em></td>
</tr>
<tr>
<td><strong>Entertainment</strong></td>
<td><em>Movies</em> <em>Radio</em> <em>TV</em> <em>Videos</em> <em>Other</em></td>
</tr>
<tr>
<td><strong>Gardening</strong></td>
<td><em>Club</em> <em>Flowers</em> <em>Indoor</em> <em>Vegetables</em> <em>Other</em></td>
</tr>
<tr>
<td><strong>Home</strong></td>
<td><em>Cook</em> <em>Entertain</em> <em>Fix up</em> <em>Garden</em> <em>Loaf</em> <em>Other</em></td>
</tr>
<tr>
<td><strong>Horseback Riding</strong></td>
<td><em>Shows</em> <em>Training</em> <em>Special Riding</em> <em>Other</em></td>
</tr>
<tr>
<td><strong>Humor</strong></td>
<td><em>Reading</em> <em>Writing</em> <em>Volunteer</em> <em>Other</em></td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td><em>Group</em> <em>Listening</em> <em>Playing</em> <em>Singing</em> <em>Other</em></td>
</tr>
<tr>
<td><strong>Outdoor Recreation</strong></td>
<td><em>Camp/Hike</em> <em>Club</em> <em>Fish/Hunt</em> <em>Special</em> <em>Other</em></td>
</tr>
<tr>
<td><strong>Photography</strong></td>
<td><em>Action</em> <em>Club</em> <em>Portrait</em> <em>Special</em> <em>Video</em></td>
</tr>
<tr>
<td><strong>Puppetry</strong></td>
<td><em>Club</em> <em>Making</em> <em>Performing</em> <em>Teaching</em> <em>Other</em></td>
</tr>
<tr>
<td><strong>Spiritual</strong></td>
<td><em>Group</em> <em>Organization</em> <em>Special</em> <em>Other</em></td>
</tr>
<tr>
<td><strong>Social</strong></td>
<td><em>Civic</em> <em>Clubs/Societies</em> <em>Family/Friends</em> <em>Other</em></td>
</tr>
<tr>
<td><strong>Sports</strong></td>
<td><em>Club</em> <em>Ind/Team</em> <em>Indoor/Outdoor</em> <em>Other</em></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td><em>Auto/Biographies</em> <em>Club</em> <em>Fiction</em> <em>Nonfiction</em> <em>Periodicals</em></td>
</tr>
<tr>
<td><strong>Special Interests</strong></td>
<td><em>Cultural</em> <em>Ethnic</em> <em>Religious</em> <em>Other</em></td>
</tr>
<tr>
<td><strong>Tourism</strong></td>
<td><em>Local</em> <em>Region</em> <em>Natl/Intl</em> <em>Special</em> <em>Other</em></td>
</tr>
<tr>
<td><strong>Volunteering</strong></td>
<td><em>Coach/Leader/Teacher</em> <em>Volunteer</em> <em>Other</em></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td><em>Auto/Biographies</em> <em>Fiction</em> <em>Nonfiction</em> <em>Group</em> <em>Poetry</em></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
</tr>
</tbody>
</table>

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For Next Year: What are your recreation costs: this month, this year? What will be the costs for next year?

<table>
<thead>
<tr>
<th>I SPEND/WILL SPEND</th>
<th>Monthly</th>
<th>This Year</th>
<th>Next Year</th>
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<tbody>
<tr>
<td>Art</td>
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<td>Books and Subscriptions</td>
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<td>Computer</td>
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<td>Electronic</td>
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<tr>
<td>Equipment</td>
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<tr>
<td>Fees</td>
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<td></td>
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<tr>
<td>Hobbies</td>
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<td></td>
<td></td>
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<tr>
<td>Music</td>
<td></td>
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<td></td>
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<tr>
<td>Pets</td>
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<td></td>
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<tr>
<td>Sports</td>
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<td></td>
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<tr>
<td>Tourism</td>
<td></td>
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<td></td>
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<tr>
<td>Videos</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
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<td></td>
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</tbody>
</table>
PLANNER III. Recreation Barriers: Personal, Community, Institution

Battling Barriers. To enjoy recreation you may need to overcome barriers such as the lack of access, accommodation, adaptation, equipment, skills in activities, other barriers. The first step in overcoming barriers are: 1. Determine what they are; 2. Make a plan to overcome the barriers; and, 3. Follow the plan.

CIRCLE BARRIERS: NO=None MI=Minor MO=Moderate MA=Major WB=Worse Barrier

PERSONALLY, I LACK:

- Achievement/drive
  - NO
  - MI
  - MO
  - MA
  - WB
- Ambition in recreation
  - NO
  - MI
  - MO
  - MA
  - WB
- Confidence in myself
  - NO
  - MI
  - MO
  - MA
  - WB
- Desire for recreation
  - NO
  - MI
  - MO
  - MA
  - WB
- Energy for recreation
  - NO
  - MI
  - MO
  - MA
  - WB
- Friends in recreation
  - NO
  - MI
  - MO
  - MA
  - WB
- Motivation for recreation
  - NO
  - MI
  - MO
  - MA
  - WB
- Joy/Pleasure in recreation
  - NO
  - MI
  - MO
  - MA
  - WB
- Satisfaction in recreation
  - NO
  - MI
  - MO
  - MA
  - WB
- Sense of achievement in recreation
  - NO
  - MI
  - MO
  - MA
  - WB
- Skills for recreation
  - NO
  - MI
  - MO
  - MA
  - WB
- Other
  - NO
  - MI
  - MO
  - MA
  - WB

COST BARRIERS I HAVE:

- Clothing for Recreation
  - NO
  - MI
  - MO
  - MA
  - WB
- Computer: Hardware/Software
  - NO
  - MI
  - MO
  - MA
  - WB
- Equipment
  - NO
  - MI
  - MO
  - MA
  - WB
- Fees
  - NO
  - MI
  - MO
  - MA
  - WB
- Instruction in a Skill
  - NO
  - MI
  - MO
  - MA
  - WB
- Materials, Supplies
  - NO
  - MI
  - MO
  - MA
  - WB
- Transportation
  - NO
  - MI
  - MO
  - MA
  - WB
- Other
  - NO
  - MI
  - MO
  - MA
  - WB

PROGRAM BARRIERS I ENCOUNTER:

- Accessibility to areas, facilities
  - NO
  - MI
  - MO
  - MA
  - WB
- Adapted/Modified equipment
  - NO
  - MI
  - MO
  - MA
  - WB
- Activities and special activities
  - NO
  - MI
  - MO
  - MA
  - WB
- Program and special program
  - NO
  - MI
  - MO
  - MA
  - WB
- Trained staff in adapted, or special, or therapeutic service
  - NO
  - MI
  - MO
  - MA
  - WB
- Other
  - NO
  - MI
  - MO
  - MA
  - WB

RECREATION EDUCATION I NEED:

- Recreation education classes
  - NO
  - MI
  - MO
  - MA
  - WB
- Recreation advising/counseling by leaders
  - NO
  - MI
  - MO
  - MA
  - WB
- Skills instruction media such as booklets, tapes, videos
  - NO
  - MI
  - MO
  - MA
  - WB
- Skills training
  - NO
  - MI
  - MO
  - MA
  - WB
- Other
  - NO
  - MI
  - MO
  - MA
  - WB
RECREATION SUPPORT SERVICES I NEED:

Recreation assistive devices
Recreation computer technology (instruction, support, info/referral)
Recreation Information and Referral
Transportation To/From
Other

OTHER BARRIERS I EXPERIENCE:

Representation of disabled consumers in policy-making, evaluation
Negative attitudes of staff
Negative attitudes of public
Other

WHO NEEDS WHAT?

Do I need recreation? Who needs recreation activity?
How many people? What groups? What Ages?
Where do they live: Independent? Supported Living? Group Living?
What recreation activities: Do they need? Do they want? Do they wish for?
What methods are needed: Adapted, Special, or Therapeutic?
When (days, times) and where (location) is recreation needed?
Where, when and how could needed recreation be provided?

WHO CAN HELP?

Who (government or non-governmental) could provide the needed activities?
What friends, families, parents, and groups will support the request?
What support or assistance (funds, volunteers, transportation) is needed?
Who might provide support or assistance?

ORGANIZING

Who will serve on a committee to work on getting these activities?
What community leaders will serve? What disABLED leaders will serve?
What organizations can provide money? personnel? transportation?
Who can help plan a campaign of persuasion to get recreation activities?
Who can provide leadership to the committee and campaign?
PLANNER IV. Recreation Options Checklist

Play and recreation is a vast landscape of interesting, pleasurable activities. Which of the following activities would you like to do?

I WOULD LIKE TO (check):
__Act, join a group for creative drama, community theater, or storytelling.
__Advocate, join a group for better education, government, or wilderness.
__Animals, have a pet, animal husbandry, join an animal protection group.
__ART, draw, paint, sculpt, display art, join an art class or group.
__Business, make a product, provide a service, sell an item or line.
__Camping, day, overnight, week, summer, resident, mountaineering, RV.
__Clubs, advocacy, civic, consumer, fraternal, hobby, self-help, social.
__Collecting, antiques, books, collectibles, coins, memorabilia, stamps.
__Communication, exchange letters, tapes, videos, e-mail, pen-pals, clubs.
__Computer, buy and sell, join chat rooms, play games, surf the web.
__Cooking, cooking class, cook for friends, exchange group, teach cooking.
__Crafts, cloth, gems, glass, paper, plastic, metal, modeling, toys, wood.
__Current Events, attend a meeting, join a group, write a letter.
__Cycling, one-, two-, and three-wheel, tandem, racing, touring.
__Dance, ballroom, ethnic-folk, latest dance, Latin, social, square dancing.
__Drama, attend a movie, a play, join a drama study group, write a play.
__Driving, car, camper, special vehicle, car clubs, competitive driving.
__Education, correspondence, college, TV course, video course, www/internet.
__Ethnic, art, customs, dress, games, history, songs, sports, stories.
__Family, anniversaries, birthdays, genealogy, reunions, visits.
__Fishing, lake, river, stream, saltwater, pole fishing, casting, trolling.
__Fitness/Wellness, aerobic, count calories, exercise, stretching, walking.
__Food, eat recreationally -- "eat less but enjoy it more."
__Games, play old games, learn new games, make games, collect games, compete.
__Garden, tend to indoor/outdoor garden, plants, attend a show, join a group.
__Hobbies, start a new hobby, display your hobby, teach someone your hobby.
__Home, check for hazards, fix something, install a convenience, redecorate.
__Hunting, bow and arrow, rifle and shotgun, trapping, join a club.
__Leading, playground or playroom leader, recreation leader, youth leader.
__Letters, Tapes, Computer EMAIL, friends, relatives, exchange clubs/pals.
__Museums, art, ethnic, history, science, natural history.
__Music, listen to radio, stereo, CDs, computers, or attend concerts.
__Nature Study, bird watching, caves, fauna, flora, rocks.
__Outdoor Recreation, backpack, climb, hike, join an outdoor club.
__Organize, club, study group, community group, service group or project.
__Photography, black and white, color, movies, videotaping, showings.
__Play an Instrument, horn, piano, percussion, stringed, electronic.
__Radio and TV, listening/viewing, ham radio, closed-circuit TV, public TV.
__Read, fiction/non, plays, poetry, plays, read for others, storytelling.
__Relaxation, contemplation, reflection, meditation, stress reduction.
__Running, jogging, marathons, races, running groups, running events.
__Singing, join a choir or singing group, attend programs, singalongs.
__Social Recreation, clubs/groups, family events, community socials.
Speaking, join a speaker's group, give school/public talks.
Special Events, national and patriotic holidays, religious events.
Skilled Trades, carpentry, masonry, mechanics -- for fun or profit.
Sports, individual, indoor/outdoor, seasonal, team, tournaments.
Teach, children, youth, adults, community groups.
Touring, plan a trip, take a trip, share trip slides and memorabilia.
Voluntary Service, civic group, center, community, hospital, neighborhood.
Walk, hike, orienteer, race walk, strolling.
Water Recreation, boat, canoe, diving, sailing, SCUBA, surf, swimming.
Write, anecdote, autobiography, fiction/nonfiction, newsletter, poetry.
PLANNER V. Recreation Benefits, Joys, Satisfactions

What are you getting from recreation? Are you just going through the motions, killing time?

My #1 favorite recreation provides: _____
My #2 favorite recreation provides: _____
My #3 favorite recreation provides: _____

GENERAL
_Amusement
_Achievement: _personal fulfillment _highest potential
_Aesthetic Fulfillments
_Creative Fulfillment
_Diversion
_Emotional: _reduction of stress/tension. _mental well-being.
_Enjoyment
_Fun
_Happiness
_New Experience
_Optimism
_Pleasure
_Relaxation and Relief
_Self-expression
_Sense of: _Play. _Youth.
_Social: _fulfillment. _relationships. _support.
_Wellness: _mental. _physical.

THERAPEUTIC
_escape from physical pain and/or mental anguish.
_relief from boredom, isolation, and/or regimentation.
_relief of emotional, mental, physical or social problems.
_enhancement of affective, cognitive, emotional, physical or social functions.
_Other
# PLANNER VI. Recreation Skills and Experience

The more experience and skill we have in a particular recreation activity, the more likely it is that we enjoy the activity.

List the recreation activities in which you have the most experience and the highest level skills. Then, check those current or new activities in which you wish to increase your skills.

<table>
<thead>
<tr>
<th>SKILL</th>
<th>Novice Level</th>
<th>Intermediate Level</th>
<th>Master Level</th>
<th>Develop Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>9.</td>
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<tr>
<td>10.</td>
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</tr>
</tbody>
</table>

Write out a plan to gain the skills and experience you want.
Write out a list of resources to gain the skills and experience you want.
PLANNER VII. Recreation Events

Getting out and about in the community is fun and important. These events offer ways of keeping in touch with friends and acquaintances ... of keeping up with what is going on ... connecting with a new experience, new people, and new opportunities ....

Check the events that you attended during the last year and the events you plan to attend next year.

<table>
<thead>
<tr>
<th>Event Type</th>
<th>Attended This Year</th>
<th>Will Attend Next Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anniversaries</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Auctions</td>
<td>______</td>
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<tr>
<td>Birthdays</td>
<td>______</td>
<td>______</td>
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<tr>
<td>Carnivals</td>
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<td>Competitions</td>
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<td>Days</td>
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<td>Games</td>
<td>______</td>
<td>______</td>
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<tr>
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PLANNER VIII. Recreation Calendar

Using your responses to Planner I, Recreation Enjoyed and Planner IV, Recreation Options you can plan ahead for the next 12 months, or for next year. List the recreation activities that you will pursue.

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PLANNER IX. Recreation Computer/Internet Checklist

A computer/internet user may classify her/his computer equipment and skills using the following descriptors. Use these descriptors to describe your status as a user of computers and the internet.

A = I have hardware/software, advanced skills; I am functioning optimally.
B = I have hardware/software, mid-level skills; I am functioning well.
C = I have hardware/software, basic skills; my functioning is limited.
D = I have SOME hardware/software, very low skills; I am barely functioning.
F = I have NO hardware/software, NO skills; I am achieving NO benefits.

I RATE MYSELF:

__E-BULLETIN BOARD SYSTEM (BBS).
__E-BUSINESS/RETAILING.
__E-CHAT.
__E-COMMERCE.
__E-EDUCATION.
__E-GAMES.
__E-HOBBIES.
__E-MAIL LETTER WRITING, 'MESSAGING.'
__E-MAIL LISTS, LISTSERVS.
__E-MEDIA.
__E-MOVIES.
__E-MULTI-MEDIA CD ROM.
__E-NEWS GROUPS.
__E-PUBLISHING.
__E-READING.
__E-REFERENCE INFORMATION.
__E-SAFETY, SECURITY, SELF-CARE.
__E-SUBJECT RESOURCES.
__E-VIRTUAL EXHIBITS, FAIRS, MUSEUMS.
__E-VIRTUAL REALITY/S.
__E-VIRTUAL REALITY RECREATION AND SPORTS.
__E-VIRTUAL SUPPORT GROUP.
__WEBSITES
__WEBPAGES.
PLANNER X. Recreation Social, Friends, Co-Recreationists

**With Someone.** Everyone knows that a big part of recreation for everyone is a circle of friends, or co-recreationists, or group of enthusiasts that participate with you or me in the recreation. Yes, recreation may be a very solitary activity that requires concentration, solitude, an absence of distractions and interruptions, like "trout fly-fishing, fly tying" or "writing." But, sharing one's solitary recreation with one's social circle is a huge plus for the activity, for personal pride in achievement, for sharing with others, and living fully. Obviously, most recreation pursuits are a group activity, that is, are activity that requires two or more people, from games to sports teams to crafts such as quilting groups, have a basic social character. Teamwork on anything builds social relations. For any person, the social part of any recreation is a primary avenue to enhance a person's total well being and enjoyment, to achievement, to social connection, and to emotional support.

**STEP 1 -- What is the Social Dimension of my Recreation Life?**

<table>
<thead>
<tr>
<th>RECREATION PURSUIT</th>
<th>Friends</th>
<th>Co-Recreationists</th>
<th>Acquaintances</th>
<th>Co-Members</th>
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**STEP 2 -- SATISFACTION with social dimension. Check:**

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<tr>
<th>Are your</th>
<th>Too Many</th>
<th>Just Enough</th>
<th>Would Like More</th>
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<tbody>
<tr>
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<tr>
<td>Co-Members</td>
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**STEP 4 -- What are my thoughts, needs, goals about social relationships?**

**STEP 5 -- What would I like to do about my social relationships?**

- Increase my __Friends, __Co-Recreationists, __Acquaintances, __Co-Members.
- Keep my relationships just the way they are?
- Decrease my __Friends, __Co-Recreationists, __Acquaintances, __Co-Members

**STEP 6 -- What am I going to do about social relationships?**
Appendix D: Bibliography


APPENDIX E: Resources

Adaptive Physical Education Resource Manual. (2009) compiled by our Adapted Physical Activity Council. The purpose of this manual is to assist parents, educators, administrators, professionals, students, and other interested parties in finding resources related to adapted physical education. All resources culminated in this document are linked to the internet.

Community Connecting (2008) by Michelle Livesley, Carl Poll, Jo Kennedy and Helen Sanderson. A range of person centered thinking tools focused on connecting people in their community. This includes: Relationship circles; who am I - my gifts and capacities; who am I - my style; hopes and dreams; matching support; challenges and supports; mapping our networks; passion audit; who am I - my places; community map; what happened here?; presence to contribution; doughnut. Available for free download [http://www.hsapress.co.uk/media/9661/ccminibookfinal.pdf]

Connecting People: The steps to making it happen is a guide for those interested in setting up a community connecting service written by Clare Wightman from Grapevine in Coventry. A video accompanies the guidelines illustrating how some people with higher support needs have been helped to play a role in their communities.
Available: No charge
Guide: http://www.learningdisabilities.org.uk/publications/?EntryId5=32798&char=C
Video: http://www.youtube.com//fplduk#p/u/0/2alj3WCZIfg

Creating a Meaningful Day: an innovative curriculum for adults with significant disabilities. (2008) Linda Cofield-Van Dyke's outstanding work with adults with significant ID is now available as a full curriculum. Each unit features a materials list, clear instructions, objectives list, and tips for enhancing the social and educational experience. Linda's work–and yours–is not just about materials, schedules and checklists. It's about relationships. It's about passion. It's about the special nature of each of us, and each day that we are alive. The 96 unique lessons in the starter pack include activities for:

- Socializing
- Athletics
- Nature awareness
- Drama
- Visual arts
- Creative movement
- Storytelling
- Community
- Music

...and more! Plus, Linda offers dozens of resources, such as musical selections, online resources, and documentation aids for tracking the daily progress of your participants. The expandable binder format keeps you organized, and allows for supplemental activities from future packs. Get started now, and end the boredom and hours of sitting!

Available: Cherry Hill Bookstore: (800) 469-9461 $49.95

GLOBAL VISION PROJECT: Global Vision of Rehabilitation and Recreation for People with Disabilities in the 21st Century. The aim of this website is to “foster the development of adapted, special, and therapeutic activity, play, and recreation for people
with disabilities -- globally and locally.” [http://globalvisionproject.org/] Many free downloads of articles, assessments, links to recreation resources.

**Guide to Developing Community Connections** (1996) by Patsy Davies and Claudia Bolton. This workbook is a compilation of tools and information gathered from people across the country who do the work of community building Available free download [http://www.allenshea.com/CIRCL/connections.pdf]

**Leisure Works, Expanding Options for People with Developmental Disabilities** (2002). At home or at school this program provides a step-by-step guide to help adults develop a personalized leisure plan. With 12 easy-to-follow lessons, the video and accompanying workbook show participants how to find new activities, learn new skills, have fun with friends, and overcome leisure obstacles. Developed by Martin R. Sheehan, Ph.D for adults with Developmental Disabilities, it is well suited for high school students in transitional living programs or for home use. This package is loaded with resources: 12 video lessons, each between 5-10 minutes long featuring people with DD, filled with leisure ideas, 30 page workbook: fun activities that reinforce each video lesson and humorous illustrations.

**Available:** Program Development Associates, 5620 Business Ave. Suite B, Cicero, NY 13039 $ 159.95

**National Center on Physical Activity and Disability** [http://www.ncpad.org/] NCPAD is an information center concerned with physical activity and disability. Being physically active is good for *every*body. That's a message you will find many times on this site. Being active is an important part of getting and staying healthy. The site has information and resources for EVERYONE, from guidelines to consider before starting any kind of exercise program to factsheets on many popular activities, games, recreational pursuits, and sports that have been adapted to allow people with disabilities to participate as fully as they wish, become as active as they wish. Indoor or outdoor, recreational or competitive, solo or team, easy or intensive, NCPAD has the resources, contacts, and assistance you need.

**The Arts/Fitness Quality of Life Activities Program** (1994) A practical source book of ideas by Clare Clements to assist in developing interdisciplinary programming for older adults. The majority of the manual consists of activity plans in fitness and the arts that were created to strengthen the links between healthy bodies and healthy minds and emotions. The volume is specifically designed to facilitate the inclusion of older adults with disabilities, dementia, and losses due to the process of aging. For activities professionals in a variety of settings.